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THE MODERN

STENOGRAPHER

BY GEO. H. THORNTON

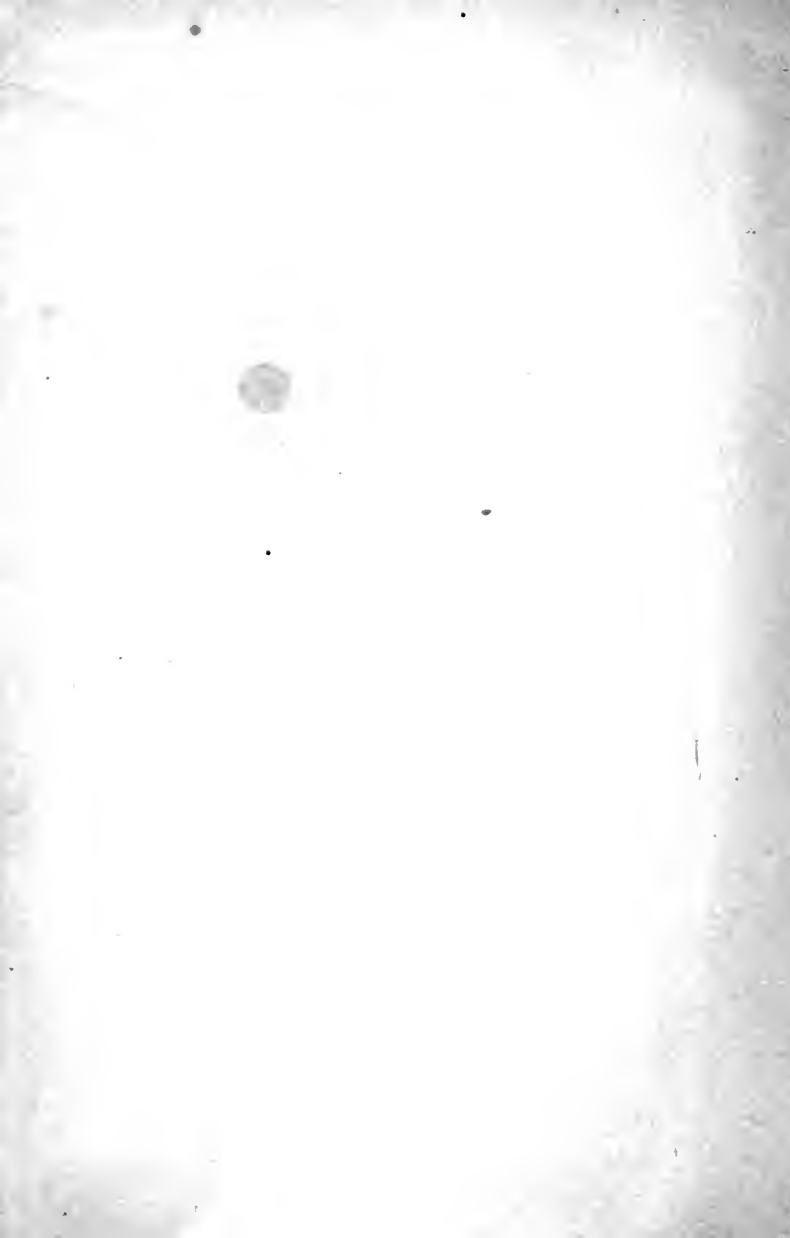
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THE MODERN STENOGRAPHER.

A
COMPLETE SYSTEM OF LIGHT-LINE PHONOGRAPHY,

BEING

A PLAIN AND PRACTICAL METHOD FOR ACQUIRING A PERFECT
KNOWLEDGE OF THE PRINCIPLES OF THE BEST
PHONETIC SHORT-HAND.

BY

GEORGE H. THORNTON,

PRESIDENT OF THE NEW YORK STATE STENOGRAPHERS' ASSOCIATION, STENOGRAPHER OF
THE SUPREME COURT, EIGHTH JUDICIAL DISTRICT, AND OF THE COUNTY AND
SURROGATE COURTS OF NIAGARA, GENESEE, AND WYOMING COUNTIES.



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TO
THE HON. ALBERT HAIGHT,
JUSTICE OF THE SUPREME COURT,
EIGHTH JUDICIAL DISTRICT, OF NEW YORK.
THIS WORK
IS RESPECTFULLY INSCRIBED,
WITH THE HIGH ESTEEM OF
THE AUTHOR.

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THE MODERN STENOGRAPHER.

INTRODUCTION.

IN presenting a new or modified system of phonography for public favor, it is, perhaps, fitting that some statement should be made as to its believed necessity. There have been so many systems heretofore published, and there are so many now in use, that, unless a system possesses especial advantages over those already before the public, it would be useless to add another to the list.

The system presented in these pages has for many years been in actual use, not only by the author, but by other stenographers thoroughly competent to test its value. It has been exhaustively tried in all the varied branches of stenographic work, and has been shown to possess unequaled advantages in every particular. It has been found to meet all the demands of *verbatim* reporting, both in point of speed and legibility.

Phonography has now been long before the public. It has been not only a theoretical exposition of a system of brief writing, but a system that has become recognized as practically fitted for reporting the most

rapid utterances. It has been widely practiced throughout the English-speaking world. In our country the class of men engaged in stenographic work is one of which any profession might well feel proud. They are, for the most part, men of intellect and education. They are men who have taken up stenography with an active intelligence, as great as is required for achieving success in any other business or professional pursuit. They have qualified themselves not only by a practical education, by a keen insight into the needs of their profession, and by a long training for the attainment of the utmost possible skill, but also by the most thorough analysis of stenographic principles. Now, phonography being practiced by men of such broad culture, and being largely a progressive art, it would be strange, indeed, if there were not many valuable suggestions made for its improvement. We find, accordingly, that such suggestions have been made, and many of them of great importance in their character. And for these reasons, if for no other, a system which embraces the really valuable features, the real improvements which have grown up as the result of an intelligent experience, and which discards the weak elements by a sort of special law of natural selection, certainly needs no apology. It has been the aim of the author to embody in this work, together with his own improvements on the system, all the modifications which practical experience has shown to be advantageous.

It may be well to state briefly some of the new and valuable features which have brought about important changes in the theory and practice of the art. There has been a tendency of late years among stenographers to simplify : to make a rule, when once laid down, as far as practically possible a universal rule, so general as to rid it of all exceptions which could without disadvantage be discarded. The benefit to be derived from this system of generalizing can not be too highly commended. Every exception introduced into a phonographic system causes a writer just so much embarrassment. Long practice may enable him to rid himself to a certain extent of its disagreeable effects ; but, unless there are great counterbalancing advantages arising from such exceptional feature, the character can never be written with the same rapidity as would result if the exception were not introduced.

Another tendency observable among the more efficient stenographers, is to lessen the number of brief arbitrary contractions. It has been observed that there is nothing which throws more doubt upon a system of writing than the introduction of a few scores of words, not of the most frequent occurrence, which, from their excessively abbreviated outlines, are not entirely legible. To rid the system of such questionable characters has been one of the aims of the author in the selection of the word-forms herein presented.

This leads directly to another important feature

which has never as yet been recognized by any work upon phonography, and that is, a general discarding of the distinction between light and shaded stems.

In the practical application of this principle there has been such an arrangement of the various word-signs for frequently occurring words, and the use of such principles in forming the consonant outlines for other words in general, as will make the forms legible, and readily so, irrespective of the shading of the consonant stems, securing by this means manifest advantages. The principle on which this improvement is based can be briefly stated.

The system of phonography invented by Isaac Pitman, is founded upon the principle of a separate representation of the vowels and consonants. The consonant sounds were represented by simple straight and curved stem-signs joined together, the vowels by dots and dashes, to be written to the consonant outline after it was finished. This was done upon the theory that the consonant outlines in different positions would, when framed together, form sufficiently distinctive outlines for legibility without the use of the vowel signs, except in case of unusual or peculiar words. The whole system was constructed upon the idea that the consonant outlines were all that were required for legibility. The next point is an important one to be observed. It is this: that the consonant stems were ingeniously arranged in pairs of light and shaded strokes; the light

stem in this arrangement represents the plain consonant, while the shaded stem represents the same consonant, but with the *sub-vocal* element attached. This being the fact, it is but carrying Mr. Pitman's idea a single step further to eliminate the sub-vocal along with the vocal elements. This, though it involves important modifications in the details of the system, is simply the effect of discarding the shading. In the few instances where the stems are not paired off thus, one or the other of the stem-signs is provided with a different mode of representation, so that the effect is generally preserved.

The sound theory of this method being thus so plainly established, it only remains to see whether it can be practically carried into effect. And, as to this point, it may be observed that the real *reading* feature of any phonographic word is the general shape of the consonant outline. The shading or lack of shading no more determines its legibility than the vocalization or non-vocalization. This is so essentially the case that it has finally become the experience of the most expert stenographers that outlines which depend upon shading for their legibility are in general unsafe outlines to adopt.

Now, it has been found in actual practice that the distinction between these light and shaded stems may be substantially done away with in all ordinary reporting; not but that a few outlines may need shading, as

certain other outlines need vocalization, but in no other way. The great bulk of the words in no way require this distinction to be made. If, as experience has taught, this shading of the outlines can be done away with, it is useless to tell a practical stenographer of the immense advantage in point of speed to be gained thereby. As to legibility in general, it is not only not lessened, but greatly enhanced; for the doubtful character of outlines which depend upon shading for legibility is recognized, and new forms, instead of similar forms with the addition of shaded stems, are provided, the increased legibility of which is apparent at a glance.

The essence of this principle is recognized by Mr. Munson in his "Complete Phonographer," a book in most respects well worthy of admiration; for he there says that increase of speed is attended with decrease of force, and, therefore, that all stems should be written as light as consistent with legibility. If this is true, the converse of the proposition most naturally follows, that the increase of force necessarily required in the shading of outlines must be attended with decrease of speed. It is so apparent that a plain system can be written with a greatly increased rapidity, that it is hardly worth while to demonstrate it. It is a positive fact which can not be controverted.

In conclusion, we intrust our work to the public, asking simply a fair and unprejudiced examination of it at their hands.

CHAPTER I.

EXPLANATIONS AND DIRECTIONS.

1. IN the phonographic alphabet the consonants are represented by straight and curved strokes or stems. The vowel sounds are represented by dots and dashes. The diphthongs are represented by small caret-shaped marks, written in different directions.

It is essential that the consonants should be thoroughly memorized at the outset. To accomplish this, it will be found of advantage to write each of the consonants repeatedly, naming the character as it is written.

2. The signs should be traced slowly and carefully at first, and until the student is able to form them with accuracy. It can not be too thoroughly impressed upon the mind of the learner that it is familiarity with the outlines which will enable him to form them with rapidity. He will find little difficulty in writing them quickly when this familiarity is attained. The real aim of the learner should be to write with accuracy; otherwise he can never hope to attain a plain and legible style, which is, of course, a matter of vital importance.

3. After committing to memory the consonant signs, the student should next thoroughly memorize the vowels and diphthongs.

a. To write a word phonographically, its several sounds must first be ascertained, and then the phonographic letters which represent them should be written. The spelling of a word by the common alphabet is often no guide as to its phonographic representation.

4. A table of consonants, vowels, and diphthongs is here given, with the name of each character and the sound it represents.

CONSONANTS.

NAME.	PHONOGRAPH.	SOUND.	NAME.	PHONOGRAPH.	SOUND.
pee....	↘	..p in pay.	ef.....	(	..f in for.
bee....	↘	..b in bay.	vee....	(	..v in ever.
tee....	|	..t in time.	ith....	(	..th in think.
dee....	|	..d in do.	thee...	(	..th in thy.
chay...	/	..ch in which.	es.....	)	..s in say.
jay....	/	..j in join.	zee....	)	..z in zero.
kay ...	—	..k in make.	ish....	)	..sh in shall.
gay....	—	..g in go.	zhee...	)	..z in azure.

NAME. PHONOGRAPH. SOUND.

el..... / ...l in lie.

yay.... / ...y in you.

ar, ray. \ / ...r in run.

way...) ...w in we.

NAME. PHONOGRAPH. SOUND.

em.... ^ ...m in may.

en..... ^ ...n in no.

ing.... ^ ...ng in sing.

hay.... / ...h in have.

VOWELS.

NAME. SIGN. SOUND.

e..... |e in we.

a..... . |a in age.

ah..... . |a in par.

aw.... |aw in paw.

o..... |o in go.

oo..... - |o in to.

NAME. SIGN. SOUND.

ĩ..... |i in tin.

ě..... . |e in net.

ǎ..... . |a in mat.

ǒ..... |o in got.

ǔ..... - |u in but.

ǒǒ..... - |oo in rook.

DIPHTHONGS.

NAME. SIGN. SOUND.

i..... ^ |i in time.

oi..... < |oi in toil.

NAME. SIGN. SOUND.





ow.... ^ |ow in cow.

ew.... > |ew in new.

NOTE.—The vowels and diphthongs are written alongside of the stroke for t, in order to denote the position they occupy relative to the consonant signs.

CHAPTER II.

MANNER OF WRITING CONSONANTS.

5. Horizontal letters are written from left to right. Perpendicular and inclined letters are written downward, except  *lay* and  *ish*, which are written either way, and  *ray* and  *hay*, which are always written upward.

6. When *el* is the only consonant stem in a word, it is invariably written upward. When *ish* is the only consonant stem in a word, it is invariably written downward. When joined to other stems, in a large majority of cases, *el* is likewise written upward, and *ish* downward.

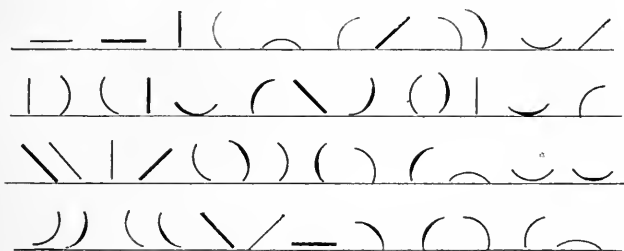
a. The general rule in regard to *el* is, that it is written downward when it is the initial consonant stroke in an outline and preceded by a vowel, or is the terminal consonant stroke in an outline, not followed by a vowel. In other cases it is usually written upward.

Where awkward junctures would occur by following this rule, it may be departed from, for the sake of convenience.

7. Consonant strokes should be written as nearly as possible of uniform length. One sixth of an inch is recommended as a proper standard.

8. Each of the reading exercises should be read over by the student until it can be read easily and with certainty; after which, the writing exercises should be carefully traced and compared with the phonographic forms in the reading exercises.

READING EXERCISE I.



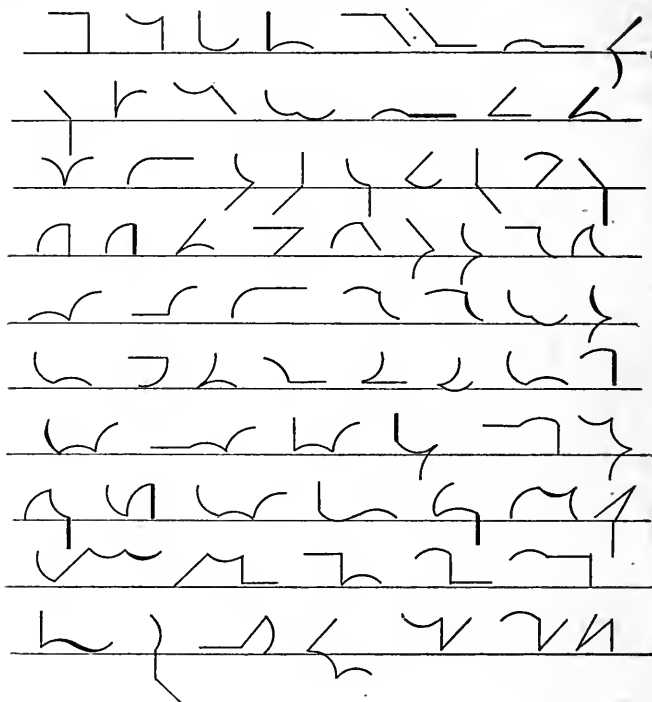
WRITING EXERCISE I.

K, g, d, th, m, l, j, r, w, n, ch, t, s, f, d, ng, y, b, zh, th, z, t, ng, l, b, p, t, j, f, w, s, th, r, y, m, n, ng, sh, zh, f, v, b, ch, g, w, y, r, l, m.

9. All the consonant stems in a word should be written without lifting the pen or pencil. The second letter should begin where the first one ends, and so on, until the whole outline is formed.

10. The vowels are not to be inserted until the consonant outline is completed.

READING EXERCISE II.




WRITING EXERCISE II.

K-t, n-t, t-n, d-m, k-p, p-k, m-k, ch-z, p-t, t-l, n-p, f-n, m-g, ch-k, j-m, r-l, l-k, f-ch, t-ch, f-t, ch-n, t-p, m-ch, p-d, l-t, l-d, ch-m, k-ch, l-p, p-l, f-l, k-f, l-f, m-l, k-l, l-k, m-f, m-v, f-n, v-l, f-m, k-sh, sh-m, r-k, sh-k, sh-n, f-m, m-d, v-m-l, k-m-l, t-m-l, d-n-l, k-m-t, n-f-l, l-f-d,

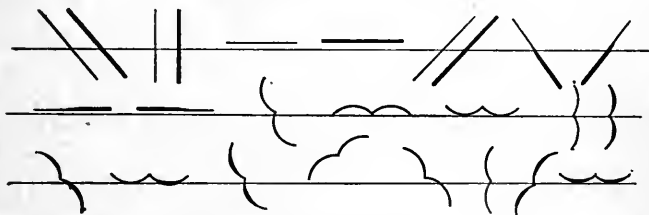
f-l-d, f-m-l, t-n-m, l-m-d, l-ng-th, r-ch-t, f-r-n-ng, r-n-t-k, k-t-m, m-t-k, m-k-t, t-m-ng, s-t-p, k-r-s, ch-r-m, n-t-r, m-t-r, ch-r-t.

11. A straight consonant stem is repeated by doubling its length, making no break between the characters, thus: _____ *k-k*, _____ *p-p*, _____ *r-r*, etc.

A curved stem is repeated by doubling the stroke, thus: _____ *n-n*, _____ *f-f*, _____ *l-l*, etc.

a. By the outline of a word is understood the consonant skeleton, the consonants joined together. Thus,  is the consonant outline for the word *territory*.

READING EXERCISE III.














WRITING EXERCISE III.

P-p, b-b, t-t, d-d, k-k, g-g, ch-ch, j-j, p-b, ch-j, k-g, g-k, f-f, m-m, n-n, s-s, z-z, w-w, n-ng, v-v, l-l, r-r, th-th, y-y, ng-ng.

CHAPTER III.

VOCALIZATION.

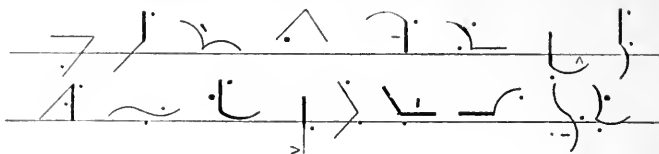
12. As several vowels are represented by the same dot or dash sign, it becomes necessary to distinguish them by writing them in different positions in reference to the consonant stem.

First-place vowels are written opposite the beginning of a consonant stem, thus:  *it*,  *law*,  *fee*; second-place vowels opposite the middle,  *ate*,  *pay*,  *go*,  *day*; and third-place vowels opposite the end,  *at*,  *do*,  *am*,  *air*.

a. When a vowel is placed at the left of a perpendicular or inclined stem, it is read before the consonant which the stem represents; when placed at the right, it is read after the consonant. When placed above a horizontal stem, it is read before, and when placed below, it is read after the consonant.

b. Long vowels are represented by heavy dots and dashes. Short vowels by light dots and dashes.

c. When a vowel occurs between two stems, it should be written after the first stem, if it is a first-place or



WRITING EXERCISE IV.

Key, aid, ache, pay, say, ate, see, may, they, age, am, at, we, do, woo, shoe, know, law, raw, go, aught, Joe, ope, or, own, saw, so, thy, my, by, die, now, cow, vow, boy, coy, joy, toy, few, dew, Jew, new, pew, rue, life, knife, time, item, army, penny, pitty, ditty, chatty, rocky, money, aroma, funny, foamy, tiny, China, cape, came, team, take, need, meek, make, name, peg, bake, mum, lake, ball, foam, poke, coke, look, nook, took, rook, fib, robe, rope, rate, road, rut, rag, knack, nick, notch, knob, kneel, meal, check, catch, ditch, roam, reap, muddy, awake, downy, dizzy, ready, many, aiding, duty, pitchy, buggy, gala, fussy, zany.

POSITION OF CONSONANT OUTLINES.

13. Outlines are written in three different positions in reference to the line of writing, depending upon the accented vowel of the word represented by the outline. If the accented vowel is a first-place vowel, the outline should be written in the first position; if it is a second-place vowel, in the second position; and if it is a third-place vowel, in the third position.

a. The three positions for horizontal stems are: first,


above the line; second, upon the line; third, below the line.

b. For perpendicular or inclined stems, the three positions are: first, above the line; second, upon the line; third, through the line.

c. Where the outline consists of more than one stem, the first perpendicular or inclined stroke, if there is one, is written in the required position, viz.: First, second, or third, depending upon the accented vowel, and the remainder of the outline follows the direction of the stems which compose it, wherever they may terminate. If there is no perpendicular or inclined stroke, the outline should be written in accordance with note *a*.

d. The position of the outline is an important feature in the legibility of writing. The student should early accustom himself to ascertain the accented vowels of words, and write the consonant outlines in the position which that vowel denotes.





UPWARD R.

14. An additional stem-sign is provided for the consonant *r*, for the sake of convenience and speed in writing. This sign, , is called *ray*, and is always written upward to distinguish it from *chay*, which is always written downward.





The distinction, when standing alone, may be observed by writing *ray* at a greater angle from the per-

pendicular. The distinction is made naturally by the hand in forming the upward and downward strokes.

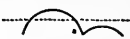



USES OF AR.

15. The downward stroke , *ar*, is generally used when *r* is the first consonant stem in an outline preceded by a vowel, or is the last consonant of an outline not followed by a vowel. It is likewise generally used when followed by *m*, whether a vowel precedes it or not:  *ark*,  *Arab*,  *ream*.

RAY.

16. The upward stroke, , *ray*, is used when *r* is the first consonant of a word not preceded by a vowel, or is the last consonant stem in an outline followed by a vowel. It is generally used when followed by *ith*, *thee*, *chay*, and *jay*, whether a vowel precedes it or not:  *rate*,  *merry*,  *earth*.

R BETWEEN OTHER STEMS.








17. In the middle of words, whichever form is found the more convenient may be used:  *alarm*,  *bark*,  *form*,  *march*.

Ray should generally have the preference, on account of the greater ease with which it can be made, and because it forms, usually, better junctions with preceding and following strokes.



CHAPTER IV.

CIRCLES FOR S AND Z.






18. *S* and *z*, on account of their frequent occurrence, are provided with an additional character, much more easily made than the stem signs. This character is a small circle.

19. The circle is written on the right-hand side of perpendicular and downward inclined straight stems, and on the upper side of horizontal and upward inclined straight stems:  *sp*,  *sch*,  *sk*,  *ts*,  *ks*,  *st*,  *rs*.



This is called, for convenience, the circle side of straight stems.

The circle is written on the concave side of curved stems:  *sm*,  *sf*.



THE CIRCLE BETWEEN STEMS.



20. Between two stems which form an angle, the circle is written on the outside of the angle:  *tsl*,  *msl*,  *rsk*,  *psk*,  *fsl*, etc.

a. If this results in an awkward turning of a circle

on the back of a curve, it is better to write it inside of the angle:  *fsr*,  *msch*.

CIRCLE NOT USED IN CERTAIN CASES.

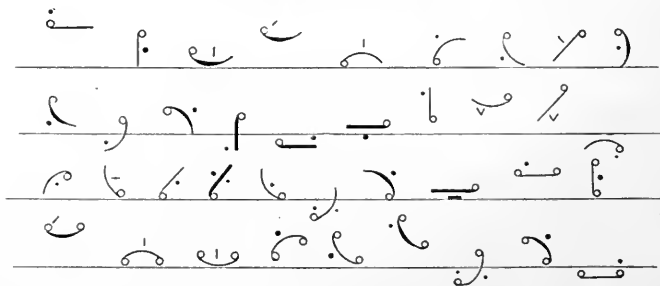
21. The circle should not be used for *s* or *z* when either of these letters is the first consonant of a word beginning with a vowel, or the last consonant of a word ending with a vowel:  *ask*,  *racy*.

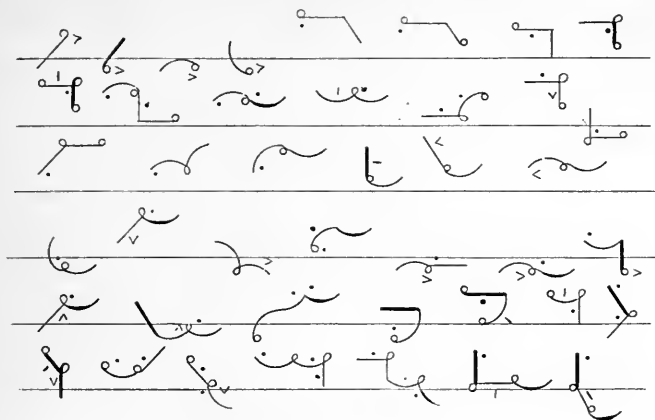
a. The circle is not used to represent *z* when it is the first consonant of a word. The stroke must always be used in such case:  *zero*,  *zany*.

b. The initial circle is always read before the stroke to which it is attached. It is the first thing to be read in a consonant outline.

c. A final circle is always read after the stroke to which it is written. It is the last thing to be read in a consonant outline.

READING EXERCISE V.











WRITING EXERCISE V.

Seek, stay, sung, song, sum, sale, safe, such, says, save, sash, sway, sad, sag, gaze, its, nice, rice, mass, less, fuss, chess, ages, face, ashes, ways, goes, seeks, stays, songs, sums, sons, sails, safes, sieves, sashes, sways, sacks, ruse, Jews, muse, fuse, skip, skips, skate, exceeds, succeeds, mistakes, missing, unseen, excels, excites, tasks, risks, missile, listen, dozen, poison, moisten, fasten, rising, resume, sailing, music, musing, induce, rousing, bouncing, slashing, gashes, sagacious, sunset, beseech, subside, sincere, specify, insensate, extensive, discussing, disposing.

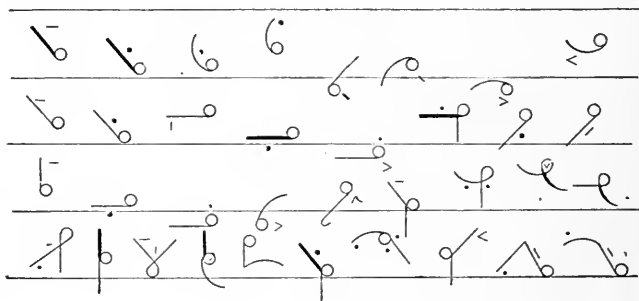
LARGE CIRCLE.

22. The circle may be enlarged to represent the sound of *s* or *z* repeated:  *ps**ss*,  *ss**sp*, 
rss,  *ms**ss*.

a. The large circle is attached to stems in the same manner as the small circle.

It may be vocalized by writing the vowel inside the circle:  *faces*,  *decisive*.





READING EXERCISE VI.



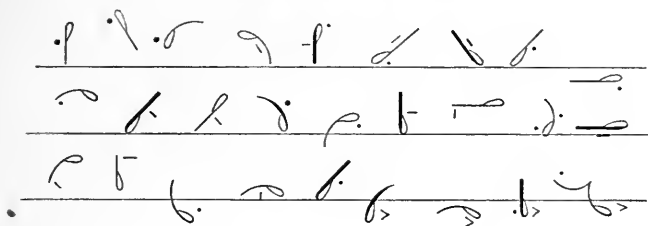
WRITING EXERCISE VI.

Bosses, basis, faces, thesis, chooses, loses, muses, noises, pauses, paces, causes, gazes, accuses, exist, races, roses, tosses, cases, access, uses, houses, possessed, necessity, incisive, excessive, resist, desist, possessor, decisive, system, basest, Mississippi, choicest, reposes, imposes.

LOOPS.

23. The circle may be made into a small loop to represent *st*:  *stp*,  *stt*,  *stn*,  *mst*, etc.

READING EXERCISE VII.

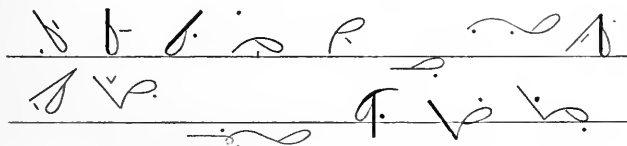


WRITING EXERCISE VII.

State, steep, steel, store, study, story, boast, chest, cast, mist, just, rust, waste, last, dust, cost, assessed, ghost, lost, tossed, fast, must, jest, used, mused, adduced, infused.

24. The circle may be made into a large loop to represent *str*: *pstr*, *mstr*, *mnstr*.

READING EXERCISE VIII.






WRITING EXERCISE VIII.

Poster, duster, jester, muster, luster, castor, minister, roadster, Rochester, pilaster, Axminster, yesterday, baluster, paymaster.

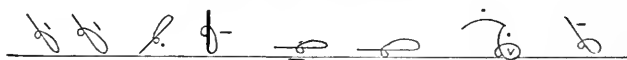
25. The loops are used in the same manner as the circle, both initially and terminally, and the same rules should be observed in reading them.

a. It is seldom of advantage to use the large loop initially to represent *str*. It is generally represented by another combination of principles which will be explained hereafter, and which will be found more convenient in practice.

CIRCLES ADDED TO LOOPS AND LARGE CIRCLES.

26. An additional circle may be added to the loops and to the large circle, by carrying the circle or loop to the opposite side of the stem, to represent an additional *s* or *z*:  *tsss*,  *psts*,  *jstrs*.

READING EXERCISE IX.









WRITING EXERCISE IX.





Posts, posters, rests, dusters, coasts, coasters, emphasizes, possesses.







BRIEF WAY AND YAY SERIES.

27. *W* and *y* are provided, in addition to the stem or stroke forms, with brief signs to represent them when they come into combination with a vowel immediately



following them. In such cases the *w* or *y*, together with the vowel which succeeds it, is written with a single



sign, thus: we,  waw, ye,  yaw,
 wa,  wo, ya,  yo,
 wah,  woo, yah,  yoo.

a. The brief sign for *w* and *y* may often be advantageously joined to a consonant stroke which follows, thus:  yoke,  weak,  young,  wing, etc.

b. On account of the similarity between the sound of the diphthong , and that represented by the brief *yay* signs , these two latter characters may be used in vocalizing and joined to the consonant stems in place of the sign . For example,  dew,  few,  cue, etc.

ADDITIONAL SIGNS FOR THE ASPIRATE.

28. When more convenient than the *hay* stroke, the aspirate may be represented by a small dot written alongside of the vowel sign, thus:  had,  have, etc.

29. The aspirate may also often be represented by a small tick, attached to the succeeding stem, thus:  her,  home.

a. When *hay* occurs after another stem, it may often be formed by writing the *s* circle in place of the hook. This will not conflict with the ordinary use of the *s* circle in such places, and will be found of great convenience, from the greater ease with which it can be formed.

CHAPTER V.

CONSONANT STROKES MODIFIED BY HOOKS.

L HOOK.

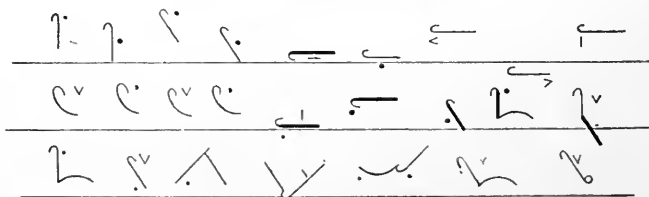
30. A small initial hook on the *s* circle side of straight stems, and a large initial hook on curved stems, represent an added *l*: \int *tl*, \searrow *pl*, \smile *nl*, \hookleftarrow *fl*, \longleftarrow *kl*, \swarrow *chl*.

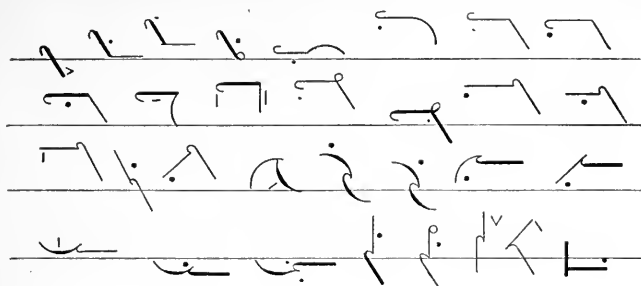
a. Hooks on curved stems are always written on the concave side.

R HOOK.

31. A small initial hook on the side opposite the circle side of straight stems, and a small initial hook on curved stems, represent an added *r*: \searrow *pr*, \int *tr*, \smile *mr*, \hookleftarrow *vr*, \hookleftarrow *vr*, etc.

READING EXERCISE X.









WRITING EXERCISE X.








Tree, tray, plea, play, grow, clay, cloy, clew, claw, fly, flee, fry, free, ugly, agree, able, dream, tribe, trim, apply, ripple, pearly, nearly, prime, price, brew, brake, brick, brace, claim, clear, clip, creep, grape, growth, grotto, crisp, grasp, keeper, caper, copper, paper, reaper, lover, weaver, waiver, legal, regal, uncle, angle, angry, table, staple, title, chopper, dagger.

F AND V HOOKS.




32. A small terminal hook on the *s* circle side of straight stems, and a long, narrow terminal hook on curved stems, represent an added *f* or *v*:  *bf*,  *chf*,  *nf*,  *mf*.

N HOOK.



33. A small terminal hook on the side opposite the circle side of straight stems, and a small terminal hook

on curved stems, represent an added *n*:  *tn*,  *bn*,
 *chn*,  *mn*,  *wn*,  *nn*,  *rn*.







Y HOOK.

34. A large initial hook on the *r* hook side of straight stems, and a long, narrow initial hook on curved stems, represent an added *y*:  *d-y*,  *r-y*,  *k-y*.




W HOOK.

35. A large initial hook on the *l* hook side of straight stems represents an added *w*:  *b-w*,  *k-w*.

SHUN HOOK.

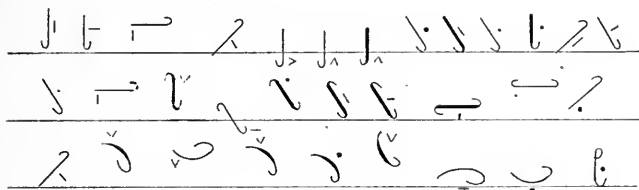
36. A large terminal hook on the *f* hook side of straight stems, and a large terminal hook on curved stems, represent an added shun:  *d-shn*,  *k-shn*,
 *m-shn*,  *v-shn*,  *p-shn*,  *n-shn*, etc.

TER HOOK.

37. A large terminal hook on the *n* hook side of straight stems represents an added *ter*, *der*, or *ther*:  *d-tr*,  *k-tr*,  *r-tr*, etc.

a. This hook may also occasionally be used to advantage to represent the frequently occurring terminations *tor* and *ture*, care being taken to make the hook plain and distinct.

READING EXERCISE XI.





WRITING EXERCISE XI.



Tone, tough, cough, rough, tune, town, down, pain,
bone, pen, deaf, rove, puff, pane, cough, drive, proof,
brief, blown, bluff, gruff, cliff, reef, rough, wife, knife,
wine, wane, vine, motion, nation, station.

CHAPTER VI.

ADDITIONAL HOOKS.

38. A SMALL hook inside the *shun* hook adds *v*: 
k-shn-v,  *d-shn-v*.





a. This hook is only used in phrasing.


39. A small hook inside an *f* hook on curves, or a *ter* hook on straight stems, represents an added *n*: 
b-tr-n,  *d-tr-n*.

a. This hook is mainly used for phrasing, though a few single words may be advantageously written on this principle.



VOCALIZATION OF STEMS WITH HOOKS.










40. Where a stem has an initial hook, and it is desired to indicate a vowel between the stem and the hook, it may be done in the following manner:










I. A small circle before the stem is written for a short dot vowel,  *till*,  *tell*, and after the stem for a long dot vowel,  *appear*,  *their*, etc.


II. Diphthongs and dash vowels are struck through the stem, unless the vowel or diphthong would interfere with the hook, in which event it may be written just before the commencement of the stem: 


cork,  *empire*,  *term*.

a. It will be found convenient to make a distinction between the vowels \bar{o} and \bar{u} when struck through the stem by making the angle of the dash for \bar{o} more oblique:  *door*,  *more*.




41. Circles may be added to all hooks. These circles are written inside of the hook:  *stl*,  *skl*,  *spl*,  *svl*,  *kfs*,  *kshns*,  *rtrs*,  *ktrs*,  *snr*.

42. For convenience, however, when circles are to be written to the *r* and *n* hooks on straight stems, they may be written in place of the hook, in the same manner as circles are written on the *s* circle of stems, but with the same effect as if the circle were written inside the hook:  *spr*,  *str*,  *skr*,  *pns*,  *kns*,  *rns*,  *chns*,  *dns*,  *sbr*.

43. The circles should only be written in place of the *n* hook when the stem to which the circle is to be attached is the final stem in an outline. Thus,  is *k-skr*, and not *kns-k*.

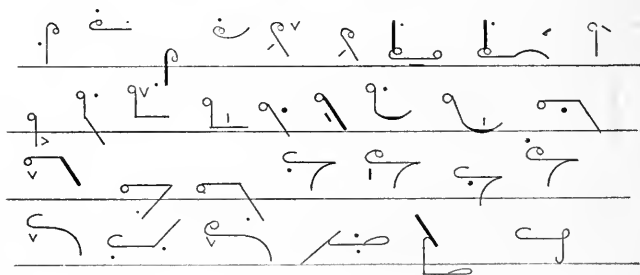
a. In other cases the circle should be written distinctly within the hook:  *pnsb*, etc.

LARGE CIRCLES AND LOOPS WITH HOOKS.

44. The large circle and loop may be written in place of the *n* hook in a like manner as the small circle, thus:  *knss*,  *gnst*,  *pnstr*, etc.

45. In no other case but that mentioned in Section 44 can the loops or the large circle be added to any hooks.

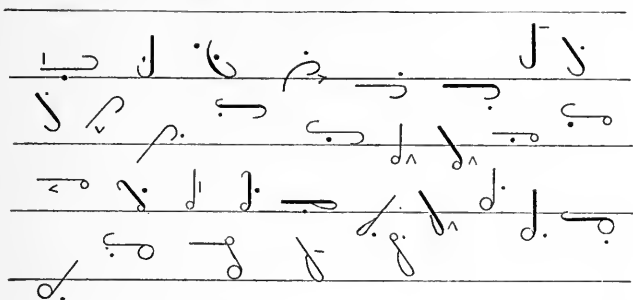
READING EXERCISE XII.



WRITING EXERCISE XII.

Settle, sickle, saddle, sinner, supply, supple, disclose, disclaim, straw, strew, strip, strike, struck, spray, sober, string, sprung, scrape, scribe, scratch, scrap, quill, squall, quail, sequel, quire, query, squire, request, betwixt, question.






READING EXERCISE XIII.



WRITING EXERCISE XIII.

Occasion, editor, evasion, allusion, actor, gather, daughter, better, bitter, writer, rather, glitter, equator, towns, bounce, canes, queens, coins, brains, tones, drains, against, chanced, bounced, tenses, dances, glances, chances, quinces, expenses, punster, spinster.

INITIAL CURVED TICK FOR N.



46. A curved tick written initially before the *s* circle on curves, and the *spr*, *skr*, etc., series on straight stems, represents *n* :  *nspr*,  *nstr*,  *nskr*,  *nsi*,  *nsn*.

a. This tick is not used in the middle of words.

b. It should be noticed that this valuable expedient is an entirely independent abbreviation, and should be read before the circle. It does not partake of the



nature of hooks, which are always read after the stems to which they are attached.



FINAL TICK FOR ESHON.

47. A curved tick written terminally after the *s* circle represents *eshon*:  *ds-shon*,  *gns-shn*.

a. This, like the initial curved tick, is an abbreviation entirely independent of the stem, and in no sense to be used as the hooks are. It should be read after the *s* circle to which it is written, and after everything else connected with the stem to which it is attached.

b. This tick may be used to advantage when the stem to which it is attached is followed by other stems:

 *processional*,  *transitional*.

c. The circle may be written inside the tick to represent an added *s* or *z*:  *decisions*,  *organizations*.

READING EXERCISE XIV.



WRITING EXERCISE XIV.

Unscrew, inscribe, unstrung, enslave, decision, possession, procession, positions, transitions, decisions, physicians, transitional.

CHAPTER VII.

SHORTENING AND LENGTHENING PRINCIPLES.

SHORTENING.

48. ANY stem may be written half its usual length to add *t* or *d*: \searrow *pt* or *pd*, \perp *tt*, — *kt*, — *mt*, — *nt*, \searrow *ft*, \searrow *wt*.

Stems with hooks, circles, and loops, initial and final, may be shortened under this rule: \searrow *plt*, \searrow *prt*, — *klt*, — *krt*, \searrow *pnt*, \searrow *pft*, \perp *tnt*, — *rft*, \searrow *fnt*, \searrow *flt*, — *lnt*, — *lrt*, \searrow *n-shnt*, \searrow *trnt*, — *klft*, \searrow *flnt*, \searrow *spt*, \searrow *pts*, \searrow *splt*, \searrow *splnts*, \searrow *sprnts*, \searrow *flnts*, — *tft*, — *chlt*, \searrow *stpt*, — *ttst*, \searrow *thrt*.

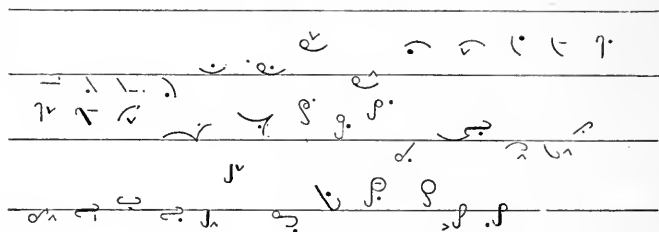
a. It will be observed that the shortening takes effect after every other modification of the stem excepting final circles and loops. Thus, \searrow can not be written for *pltn*; it represents *plnt*, and can represent nothing else.

b. Final *t* or *d* can not be represented by shortening when followed by a vowel. The stem-sign must be used in such case: $\begin{array}{c} \vee \\ | \\ \text{—} \end{array}$ *tidy*, $\begin{array}{c} \text{—} \\ | \end{array}$ *giddy*.

c. The three positions for half-length consonant

stems are: 1, above the line; 2, upon the line; 3, below the line.

READING EXERCISE XV.



WRITING EXERCISE XV.

Act, apt, put, art, end, send, signed, sound, meet, might, feet, fought, treat, tried, brought, light, melt, knelt, splint, strained, stint, chants, engraved, mount, found, rent, surround, grooved, cleft, craft, downed, dined, scattered, patient, sustained, suspend, student, saddened.



LENGTHENING.

49. Any stem may be written double its usual length to add *ter*, *der*, or *ther*: *ntr*, *rtr*.

Stems with hooks, circles, and loops may be lengthened according to this rule, *sftr*, *mtrs*, *fltr*, *wntr*, *blndr*, *rndrs*.

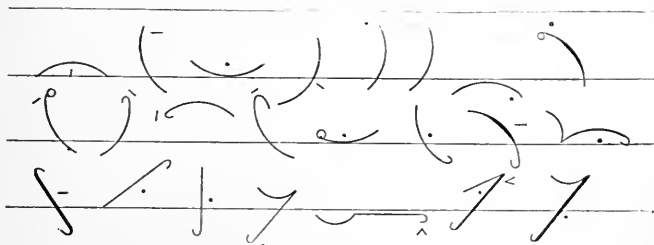
a. This principle takes effect after every other modification of a stem except final circles or loops.

b. On straight stems the *ter* hook is generally preferred to the lengthening principle, in order to distinguish the character from a repeated letter. The lengthening principle is chiefly used on straight stems when there is a final hook attached to the stem, and occasionally in writing phrases.

c. A diphthong occurring before a final *r* of a lengthened stem may be represented by striking it through the stem, thus:  *entire*,  *endure*, etc.

d. The rule for the position of outlines composed wholly of, or beginning with, double-length strokes, is that the double-length stroke should commence at the same point with reference to the line that it would commence if it were a single-length stem.

READING EXERCISE XVI.



WRITING EXERCISE XVI.

Mother, father, enter, shutter, Easter, oyster, matter, sweeter, softer, shorter, mortar, falter, center, fender, wonder, remainder, blunder, render, tender, enchanter, encounter, rejoinder, engender.

CHAPTER VIII.

WORD-SIGNS.

50. THOUGH a comparatively small number of rules have thus far been given, they will doubtless be all that is necessary to enable the student to acquire a knowledge of the principles which are requisite to his success. It has been the aim of the author to present these rules in the simplest manner possible, and yet to omit nothing which will assist the student to a clear comprehension of the various modifications of consonant stems. If properly presented, the rules are not so complicated but that they may be learned in a short space of time, with reasonably diligent application. It would be well for the learner not to proceed beyond this point until he has a thorough comprehension of the preceding sections. It will even be well worth while to take a review at this point of the work thus far done, as the most difficult part of the theoretical work will have been accomplished when a satisfactory knowledge of what has already been written has been acquired. This is true, not because there is no hard work remaining to be done, but because that which follows will not be difficult of comprehension, and will only require pa-

tience from the student in memorizing the word- and phrase-signs and phrasing principles.































So large a bulk of the language is made up of a comparatively small number of words, oft repeated, that no system of stenography could be devised to meet all necessary requirements, which did not make provision for a brief representation of these frequently occurring words. In a system which does not rely for legibility to any degree upon shading, these word-signs should be carefully selected, and a great amount of careful study has been devoted to the following list. Although some few of the outlines may be found to be longer than the corresponding outlines in some other systems, yet the effect in point of speed will be more than counterbalanced by generally ridding the system of shaded strokes, and by the great facility which the system affords of brief representation, even when the outlines are written in full, and also the ease with which practically valuable phrase-signs can be made. Beyond this, a degree of legibility is attained which can not but prove invaluable. The student will discover by experience that nothing gives a stenographer an ability to write an outline with ease and rapidity like a knowledge, at the time of writing it, that it will be readily legible.

The following is a list of the word-signs used in this system. The student should make himself familiar with the entire list before conducting his studies further :

a, an, <i>or</i> and.....	:	—	company
according.....	˘	⌒	counsel
acknowledge..	7	⌒	connect
advantage....	/	⌒	connection
advertise.....	l	l	danger
all.....	-	l	December
any.....	˘	l	defendant
another.....	˘	l	deliver
among.....	˘	|	did
anything.....	˘	l	different
are.....	/	|	do
as.....	o	|	dollar
about.....	˘	l	doctor
before.....	˘	l	during
between.....	˘	l	disadvantage

behind.....	∫	←	difficult-y
bankruptcy....	∫	∫	establish
but.....	∫	↗	exchange
can.....	—	∫	ever
capable	↘	∫	experience
children.....	✓	∫	fact
circumstance..	∫	∫	familiar
circumstantial..	∫	∫	family
for.....	∫	∫	insurance
frequent	∫	↗	intelligence
from	∫	°	is
gentleman....	✓	√	irregular
gentlemen....	✓	∫	January
go.....	—	∫	new or knew
government...—	↗	↗	language

governor.....	→	/	large .
had.....	|	ƴ	manufacture
has.....	o	2	memorandum
have.....	⌋	7	memoranda
he.. ..	/	⌋	Mr.
his	o	⌋	never
home.....	↵	ƴ	nevertheless
how.....	^	7	New York
here.....	↵	⌋	no <i>or</i> know
immediately..	†	†	notwithstanding
important....	↵	↵	now
importance...	↵	|	oh <i>or</i> owe
indispensable.	⌋	↵	object
influence.....	⌋	|	on
influential....	↵	↵	opinion

opportunity ..			recollect
other.....			refer
our <i>or</i> hour ..			remark
over.....			remember
own.....			responsible
part.....			San Francisco
party.....			September
particular....			significant
pretty.....			significance
peculiar.....			shall
perform			should
performance..			similar
phonography..			somewhat
plaintiff.....			swear
principal-le ..			subject




probable, property.			subjection
probability.....		or (	that
profit.....		.	the
public.....		(	they
practical.....		(	there or their
practicable.....		)	thing
quantity.....		)	these
regular.....		(	think
time.....		/	which
truthfulness.....		/	who
truthful.....		/	will
United States.....		.	with
was.....		{	without
well.....		/	world
were or where....		(	year

what.....	5	yet
we.....	)	( you
to.....	\	/ when
up.....	∧	∨ knowledge
could.....	—	/ purpose
represent.....	△	◁ general
or.....	/	∪ in
I.....	√	h determine
themselves.....	6	member


CHAPTER IX.


PREFIXES AND SUFFIXES.





51. MANY words may be conveniently abbreviated by providing a special contracted form for the initial or final syllable; or by omitting one or more of the indistinct or unimportant consonants.



a. The stem for *k*, attached to the remainder of an outline, or a dot written close to the remainder of the outline, may be used to express the prefixes *con*, *com*, *cog*, or *cum*, thus:  *connection*,  *convenient*,  *conciliatory*.

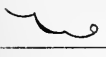
This prefix may often be omitted without endangering legibility.




When these syllables occur in the middle of an outline, they may be expressed by disjoining the part of the outline preceding the syllable, thus:  *recompense*, etc.


b. *Accom* may be expressed by the stem for *k* disjoined:  *accompany*, etc.


c. The final syllable *self* may be expressed by  *s-lay*, joined to the preceding part of the word, and *selves* by the same sign with the *s* circle attached:  *yourself*, ----- *myself*,  *ourselves*,  *yourselves*.




d. *Ble* or *bly*, by the stem for *b*, joined to the preceding part of the outline, thus:  *indispensable-y*.
When the syllable can be expressed by *bl*, it will be generally found the preferable form:  *possible*.


e. *Bleness* may be expressed by *bs* disjoined:  *invincibleness*.


f. *Ever*, by the *f* hook, or stem for *v*:  *wherever*,
 *whatever*,  *whenever*.

g. *Ful*, by the *f* hook, or by *fl*:  *careful*, etc.

h. *Fulness*, by *fs* detached:  *truthfulness*.

i. *Ing*, by a dot at the end of the stem, or by the *ng* stroke:  *putting*,  *singing*, etc. *Ings* by a dash at the end of the stem, thus:  *buildings*.

j. *Mental*, *mentality*, by *mnt* disjoined:  *instrumentality*.

k. *Ology*, by *j* disjoined:  *theology*.

l. Ship, by *ish* joined or disjoined: *worship*, etc.

m. Soever, by *sv* joined: *whosoever*, *where-soever*, etc.

n. Ted or *ded*, by *tt* joined or disjoined, as most convenient: *represented*, etc.

CHAPTER X.


PHRASING.

52. It may be stated, as a general rule, that each lifting of the pen or pencil that can conveniently be dispensed with will be attended with a gain in speed. Therefore, when words can be written together without loss of legibility, an apparent advantage will result. With this view, a system of phrase writing has been invented in reference to writing phonography, by which, in some cases, words are joined together by continuing the second word right on from the end of a preceding word without raising the pen or pencil, and in other cases by the representation of words by hooks, circles, loops, the lengthening and shortening principles, and other devices. It will be found that the use of a judicious selection of phrase-signs will not be a detriment to, but rather tend to enhance the legibility of, writing.

The principle should not be carried to the extent of making long and cumbersome outlines; and in general it will be found useless to write those outlines which would be unnatural from the style of the matter to be written, or which will be awkward for the hand to form

with rapidity. When a pause intervenes between two words, they should not be joined, or where there is a lack of clear connection in the sense. Neither should words be joined in one phrase-sign, which would result in carrying the outline to an inconvenient distance above or below the line. Aside from these general observations, it may be said that it is, to a great degree, a matter of individual preference as to the extent to which phrase writing shall be carried. Many very excellent stenographers are in the habit of phrasing to an exceedingly limited extent; but it is more common among the better class of stenographers to strike a fair medium, with the belief that a reasonable amount of phrase writing will conduce both to speed and legibility. In the ordinary reporting of testimony of witnesses, phrasing may be adopted to a greater extent than in other kinds of reporting, on account of the very frequent occurrence of the union of certain classes of words. But in speech reporting it can not be so generally, nor so advantageously, employed. The following is a list of the words added by the various modifications of stems, which it is believed may be safely written :

S CIRCLE.

a. As, has, or is, may be added by the s circle: —
as far as, b it has, or it is. 

SMALL LOOP.

b. First may be added to certain words by the *st* loop: \int *at first*, \curvearrowright *when you first*.

L HOOK.

c. Will may be added to certain words by the *l* hook: \int *it will*, \frown *you will*.

R HOOK.

d. Were, and occasionally *or*, may be added by the *r* hook: \int *they were*, \frown *you were*, \curvearrowright *one or two*.

W HOOK.

e. We or *what* may be added by the use of the *w* hook: \swarrow *where we*, \int *do we*, \frown *can we*, etc.




Y HOOK.

f. You or *your* may be added to stems by the *y* hook: \int *do you*, \swarrow *were you*, \frown *can you*, etc.








F HOOK.

g. Have or *of* may be added by the *f* hook: \frown *you have*, \curvearrowright *we have*, \int *they have*, \swarrow *know of*, \frown *some of*, \frown *occasion of*, \int *condition of*.





N HOOK.

h. Than or *been* may be added by the *n* hook: 
more than,  *better than,*  *we have been.*





TER HOOK AND LENGTHENING.

i. Their, there, or other, may be added by the *ter* hook or by lengthening:  *had there,*  *some other,*
 *gave their,*  *were there,*  *you have been*
there,  *may have been there,*  *we have been*
there.

SHORTENING.

j. It or the may be added by halving:  *at the,* 
during the,  *before the,*  *of it, etc.*

NOT.

k. Not may be added by shortening a stem and attaching the *n* hook. In the case of signs modified by the *y* hook for phrasing, it may be added by the *n* hook alone:  *did not,*  *can not,*  *do you not,* 
can you not.

I AND THE.

l. I initially, and *the* initially, or finally, may be represented by a small tick inclined in the direction

of *p* or *chay*: *I think*, *I can*, *the next*, *the first*, *in the*, *from the*.

A, AN, OR AND.

m. *A*, *an*, or *and*, may be expressed by a tick written horizontally or perpendicularly: *with a* or *an*, *for a*.

OF.

n. *Of* may be indicated, when occurring between two words, by writing them near together, and occasionally by joining them: *second day of May*.

TO.

o. *To* may often be expressed by writing the word which follows it below the line: *to be*, *to take*.

OR.

p. *Or* may be expressed by writing the word which follows it under the word which precedes it: *May* or *June*.

In writing figures according to this rule, it will not be necessary to repeat those which are not changed: *11* *eleven* or *twelve*.

RAY IN PHRASES.



q. *Ray* in phrases represents *were*. It may be vocalized to represent *are*.

ANYTHING.

r. It will be found very convenient to omit the angle between *n* and *ing* in this word in phrase-signs:

 *anything about.*

HE IN PHRASES.

s. It will be found convenient to write *he* in phrases by the stem for *hay*, written in accordance with note *a*, paragraph 29, thus: *did he,*  *when he,*  *that he,* etc.

STEMS NOT SHADED.

When the student has had sufficient practice in writing, so that he is tolerably familiar with the appearance of the different word-forms, he may adopt the custom of discarding the use of shading the different stem-signs. This should be done in such a manner as will not interfere with his ability to read his phonography easily; and to accomplish this, the following plan is recommended: Let him begin by discarding the shading from word-signs. Afterward he may drop the shading from those words, the outlines of which he has become familiar with from having written them often, and thus gradually he will accustom himself to being able with advantage to dispense with shading as a rule, making the shaded stems the exception. The student will find, with very little practice, that this can be accomplished,

and an impetus will be given to his capacity to write rapidly, without detriment to legibility.

OUTLINES NOT VOCALIZED.

In the same manner the student can gradually dispense with vocalization as a rule. Where the consonant outlines are sufficiently distinct in themselves, it will be found that vocalization is no aid to legibility. Experience will enable the writer to determine in what outlines the vocalization and shading can safely be omitted.

CHAPTER XI.

HOW TO PRACTICE.

WHEN the student has mastered the phonographic principles as laid down in the foregoing rules, and committed to memory the word-signs contained in the list, he will have at his command a system of short-hand writing sufficiently brief to report the most rapid speakers he will encounter. Yet simply this knowledge will no more enable him to report, verbatim, the words of a rapid speaker than a rudimentary knowledge of the notes in music would enable a person to execute perfectly upon the piano one of the difficult compositions of Liszt or Mozart. Not that the student of phonography has anything like so long and so difficult a task before him, but an element which is just as necessary to him as to the amateur pianist must enter into his work before the wished-for end can be reached. That element is practice. He has the task before him of making himself so familiar with the outlines of all the ordinary words which he will write, that they will come to his mind without the least perceptible hesitation. In addition to this, he has the task of training his hand to

trace the characters with rapidity and accuracy. To accomplish these two needed results, a thorough course of practice is absolutely essential.

The best kind of practice is obtained by writing from the dictation of another person. This will be found far better than copying from a book, and even better, at the outset, than reporting speeches or court proceedings, because the reader will accommodate his speed of dictation to the speed of the writer, and thus he will be able to accomplish a great deal more in any given space of time, and he will not be so apt to force himself into an illegible style of writing, in his endeavors to keep pace with a rapid speaker. He will thus, if he has taken sufficient pains in learning to form the characters accurately, acquire a habit of writing a plain and readily legible short-hand—a habit, it is needless to say, which will prove invaluable when he comes to put his phonography to practical use. After the student has had a fair amount of practice of this kind, he should try his hand at actual reporting, combining both methods in his practice. In fact, he should avail himself of all the opportunities at his command for putting his phonography into use, but he should continue for a long time the practice of writing from dictation.

CHAPTER XII.

PHRASING.

THE following is a list of most of the frequently used phrase-signs. The larger portion of them are more especially designed for court reporting, but when familiarized they may often be employed to advantage in general reporting. The common recurrence of certain forms of expression in the examination of witnesses renders a rather free use of phrasing more important than in the reporting of speeches or other stenographic work. Some few expedients for taking testimony are most always employed by skillful stenographers. A few may here be suggested. The writing of a long upward stroke to indicate an answer, and the joining of the first word or phrase of the answer to it, will be found of great value in reporting rapid testimony. It is well to write the name of the witness in full when he is first sworn, for the sake of accuracy and ease of reference; the cross-examination may be indicated by writing *Cr.*, with the initial of the counsel who conducts the examination; the redirect examination may be indicated by writing *Rd.*, and the recross examina-

tion by *R Cr.*, with the initial of the counsel as before. Objections may be noted by writing *Obp* for objected to by plaintiff's counsel, and *Obd* for objected to by defendant's counsel. Where a word or phrase, the outline of which is inconveniently long, or difficult to form with rapidity, is likely to occur frequently, a special contraction may be made after it has once been written in full. Care should be taken to make the special contraction as distinctive as possible, by adopting such a form as will not be mistaken for some ordinary word or phrase. Thus, "The New York Central & Hudson River R. R. Co." may be written by the stem-sign for *n*, and the *yay* stem, with the *s* circle attached, struck through it; "The New York, Lake Erie & Western R. R.," by the stem *n*, and the stem *l* struck through, etc.

The following list is mainly for reference. It is not essential to learn them by rote, but it will be well to practice upon them until the student is familiar with them, as valuable phrase-signs will thus be at his command when an opportunity occurs for their use.

The outlines in the following printed list are indicated by the ordinary printed alphabet. Each consonant stem is represented by the letter or letters of the alphabet which most resemble the sound represented by the stem. When *sh* and *l* are to be written upward, they are printed in italics; otherwise they are printed in Roman type. To distinguish between the downward and

upward *r*, the same method is adopted, the upward *r* being printed in italics, the downward *r* in Roman. The stem-signs are represented by capital letters; the circles, hooks, loops, and curved ticks are represented by small letters. The brief *way* and *yay* signs are distinguished from the stem-signs by printing the brief signs in italics. The position of the first stem of an outline is indicated by a figure placed after that stem with its modifications. The ticks are designated as *p* tick, *ch* tick, *r* tick, *k* tick, or *t* tick, depending upon the direction in which the tick is to be written.

Upon the—Pn¹ (*p* tick).

Upon which—Pn¹ CH.

Upon that—Pn¹ THt.

Upon you—Pn¹ Y.

Upon that subject—Pn¹ THt
sB J.

Upon that question—Pn¹ THt
Kws Tn.

Upon the ground—Pn¹ (*p* tick)
Grnt.

Plaintiff's case—Plts² Ks.

Plaintiff's counsel—Plts² Ks L.

The plaintiff—(*p* tick) Plnt².

The plaintiff here rested—(*p*
tick) Plnt² R Rs Tt.

Part of—Prf³.

Part of the—Prft³.

Part of their—Prfth³.

Can be—K² B.

Can you—Ky².

Can you not—Kyn².

Can you say—Ky² S.

Can you not say, *or*, can't you
say—Kyn² S.

Can you tell—Ky² T l.

Can you not tell—Kyn² T L.

Can you recollect—Ky² R K.

Can you remember—Ky² R M.

Can you not remember—Kyn²
R M.

Can you give—Ky² Gv.

Can you not give—Kyn² Gv.

Can not—Knt².

Can not be—Knt² B.

I can not—(*ch* tick) Knt².

I can not say—(*ch* tick) Knt² S.

I can not tell—(*ch* tick) Knt²
T L.

I can not give—(*ch* tick) Knt²
Gv.

I can not remember—(*ch* tick)
Knt² R M.

I can not recollect—(*ch* tick)

Knt³ R K.

Could you—Ky³ [similar phrases
as are formed with can].

Give you—Gyf¹.

Give me—Gf¹ M.

Give his—Gfs¹.

Give their—Gfthr¹.

Give us—Gf¹ S.

If you—Fy¹.

If you have—Fy¹ V.

If you have been—Fy¹ V Bn.

If not—F¹ Nt.

If any—F¹ N.

If anything—F¹ N NG.

If there—Fthr¹.

If there is (or has) not—Fthrs¹
Nt.

If there has been—Fthrs¹ Bn.

If there has not been—Fthrs¹ Nt
Bn.

If there was—Fthr¹ Z.

If there is anything—Fthrs¹ N
NG.

If you were—Fy¹ R.

If you were not—Fy¹ Rnt.

Have not—Vnt³.

Have not been—Vnt³ Bn.

Have you been—Vy³ Bn.

Have you not been—Vyn³ Bn.

Have you been there—Vy³
Bnthr.

Have you not been there—Vyn³
Bnthr.

Of you (or your)—Vy¹.

Of it—Vt¹.

Of your own—Vy¹ N.

Of the—V¹ (*ch* tick).

Of their—Vthr¹.

Of their own—Vthr¹ N.

For the purpose of—Rt¹ Ps V.

For that—R¹ THt.

For the sake—Rts¹ K.

For the sake of—Rts¹ Kf.

For the plaintiff—Rt¹ Plnt.

For the defendant—R¹ (*r* tick)
Dft.

For what—R¹ *w*.

For what was—R¹ *w* Z.

As a matter of law—sMter³ L.

As a matter of fact—sMter³ FK.

I had—(*r* tick) D³.

I had not (or hadn't)—(*r* tick)
Dnt³.

I had been—(*r* tick) D³ Bn.

I had not been—(*r* tick) Dnt³
Bn.

I had been there—(*r* tick) D³
Bnthr.

I had not been there—(*r* tick)
Dnt³ Bnthr.

Had you—Dy³.

Had you not—Dyn³.

Had you been—Dy³ Bn.

Had you not been—Dyn³ Bn.

Had you been there—Dy³ Bnthr.

Had you not been there—Dyn³
Bnthr.

Had you ever been—Dyv³ Bn.

Had you ever been there—Dyv³
Bnthr.

Had you received—Dy³ Rs Vd.

Had he—D³ H.

Had he said—D³ Hs D.

Had he been—D³ H Bn.

Had he been there—D³ H Bnthr.

Had he ever—D³ H V.
 Had he not—D³ H Nt.
 Had he not been there—D³ H
 Nt Bnthr.
 Had there—Dthr³.
 Had there been—Dthrn³.
 During the—Drt³.
 During the time—Drt³ M.
 During that—Dr³ THt.
 During that time—Dr³ THt M.
 During the latter part of the—
 Drt³ Lter Prvt.
 During the year—Drt³ Y.
 During the same time—Drt³ sMt
 M.
 During the time of his—Drt³
 Mvs.
 During the time of their—Drt³
 Mvthr.
 The defendant—(r tick) Dft².
 The defendant's counsel—(r tick)
 Ds² Ks L.
 The defendant here rested—(r
 tick) Dft² R Rstd.
 It was—T¹ Z.
 It was done—T¹ Z Dn.
 It was said—T¹ Z sD.
 It was not—T¹ Z Nt.
 It is (or has)—Ts¹.
 It is not—Ts¹ Nt.
 It has not been—Ts¹ Nt Bn.
 It has been—Ts¹ Bn.
 It will—Tl¹.
 It will not—Tlnt¹.
 It will be—Tl¹ B.
 It will not be—Tlnt¹ B.
 Between the—Twn¹ (ch tick).
 Between that—Twn¹ THt.

Between you—Twn¹ Y.
 Between their—Twnthr¹.
 At that time—T³ THt M.
 At this time—T³ THs T M.
 At the—Tt³.
 At the time—Tt³ M.
 At the time of—Tt³ Mv.
 At the time of his—Tt³ Mvs.
 At the time of their—Tt³ Mvthr.
 At the same place—Tts³ M Pls.
 At the same time—Tts³ Mt M.
 Out of—Tf³.
 Out of the (or it)—Tft³.
 Out of their—Tfthr³.
 By what—Bw¹.
 By you—By¹.
 By their—Bther¹.
 By the—B (ch tick)¹.
 By that—B¹ THt.
 By that time—B¹ THt M.
 By this time—B¹ THs T M.
 But you—By².
 But what—Bw².
 Before you—Byf².
 Before we—Bwf².
 Before there—Bfthr².
 Before there was—Bfthr² Z.
 Before he—Bf² H.
 Before she—Bf² SH.
 Before it—Bft².
 Before a (an, or and)—Bf (k
 tick)².
 Before and after—Bf (k tick)²
 Fter.
 Before or after—Bf² R Fter.
 Before you were—Byf² R.
 Before we were—Bwf² R.
 Before you say—Byf² S.

Before you went—Byf² Wnt.

Before his—Bfs².

About what—B (ow) w³.

About what time—B (ow) w³
M.

About how long—B (r tick)³ NG.

About how long before—B³ (r
tick) NG Bf.

About how long after—B³ (r
tick) NG Fter.

About how long before or after
—B³ (r tick) NG Bf R Fter.

Do you—Dy².

Do we—Dw².

Do you not—Dyn².

Do you know—Dy² N.

Do you not know—Dyn² N.

Do you know the plaintiff—Dy²
N (p tick) Plnt.

Do you know the defendant—
Dy² N Dft.

Do you know of—Dy² Nv.

Do you know of his—Dy² Nvs.

Do you know of their—Dy²
Nvthr.

Do you know whether—Dy² N
Wthr.

Do you not know whether—
Dyn² N Wthr.

Do you know of—Dy² Nv.

Do you not know of his—Dyn²
Nvs.

Do you not know of their—Dyn²
Nvthr.

Do you see—Dy² S.

Do you not see—Dyn² S.

Do you see anything—Dy² S N
NG.

Do you know anything about—
Dy² N N NG B (ow).

Do you think—Dy² TH.

Do you think of—Dy² THv.

Do you think of anything—Dy²
THv N NG.

Do you recollect—Dy² R K.

Do you recollect of his—Dy² R
Kvs.

Do you recollect of their—Dy²
R Kfthr.

Do you not recollect—Dyn² R K.

Do you remember—Dy² R M.

Do you not remember—Dyn² R
M.

Do you remember of—Dy² R Mv.

Do you remember of his—Dy² R
Mvs.

Do you remember of their—Dy²
R Mfthr.

Do you have—Dyf².

Do you have any—Dyf² N.

Do you have anything—Dyf² N
NG.

Do you tell—Dy² Tl.

Do you state—Dy² sTt.

Do you pretend—Dy² Pr Tnd.

I do—(r tick) D².

I do not (or don't)—(r tick) Dnt².

I do not know—(r tick) Dnt² N.

I do not know whether—(r tick)
Dnt² N Wthr.

I don't know whether he—(r
tick) Dnt² N Wthr II.

Did you (similar phrases as with
do)—Dy¹.

I think—(r tick) TH¹.

I think of—(r tick) TH¹.

- I think of nothing—(*r* tick) THf¹
 N TH NG.
 I think not—(*r* tick) TH¹ Nt.
 I think of no—(*r* tick) THf¹ N.
 I think of nobody—(*r* tick) THf¹
 N Bd.
 I think so—(*r* tick) TH¹ S.
 I think it was—(*r* tick) TH¹ T Z.
 I think it was not—(*r* tick) TH¹
 T Z Nt.
 I think it has (or is)—(*r* tick)
 TH¹ Ts.
 I think it has not—(*r* tick) TH¹
 Ts Nt.
 I think it has not been—(*r* tick)
 TH¹ Ts Nt Bn.
 I think there—(*r* tick) THthr¹.
 I think there has — (*r* tick)
 THthrs¹.
 I think there has not—(*r* tick)
 THthrs¹ Nt.
 I think there has not been—(*r*
 tick) THthrs¹ Nt Bn.
 I think there is nothing—(*r* tick)
 THthrs¹ N TH NG.
 They are—TH² R.
 They were—THr².
 They have—THf².
 They have been—THfn².
 They have been there—THfnthr².
 They have not been there—THf²
 Nt Bnthr.
 There were—THr² R.
 There were not—THr² Rnt.
 There was—THr² Z.
 There was not—THr² Z Nt.
 Was not—Z² Nt.
 Was he—Z² H.
 Was he not—Z² H Nt.
 Was he there—Z² Hthr.
 Was not done—Z² Nt Dn.
 Was there—Zthr².
 Was there not—Zthr² Nt.
 Was there any—Zthr² N.
 Was there anything—Zthr² N
 NG.
 Was there anything said—Zthr²
 N NG sD.
 Was there anything done—Zthr²
 N NG Dn.
 Was there anybody—Zthr² N Bd.
 Was there anyone—Zthr² N Wn.
 That is—THts³.
 That is not—THts³ Nt.
 That you—THy³.
 That you were—THy³ R.
 That you were not—THy³ Rnt.
 That you say—THy³ S.
 That you can—THy³ K.
 That you can not—THy³ Knt.
 That the plaintiff—THt³ Plnt.
 That the defendant—THt³ Dft.
 That the plaintiff in this action
 —THt³ Plnt N THs Kshn.
 That the defendant in this action
 —THt³ Dft N THs Kshn.
 We have—Wv¹.
 We have not—Wv¹ Nt.
 We have no—Wv¹ N.
 We have been—Wvn¹.
 We have been there—Wvnthr¹.
 We were—W¹ R.
 We were not—W¹ Rnt.
 We say—W¹ S.
 We can—W¹ K.
 We can not—W¹ Knt.

We can not say—W¹ Knt S.
 When you—Wy².
 When you were—Wy² R.
 When you were there—Wy²
 Rthr.
 When you were not—Wy² Rnt.
 When you first—Wyst².
 When you next—Wy² Nst.
 When you say—Wy² S.
 When you can—Wy² K.
 When you can not—Wy² Knt.
 When you told—Wy² Tld.
 When you said—Wy² sD.
 When you came—Wy² K M.
 When was—W² Z.
 When was it—W² Zt.
 When was the first—W² Ztst.
 When was your—W² Zy.
 Would not—Wnt³.
 Would not be—Wnt³ B.
 Would you—Wy³.
 Would you not—Wyn³.
 Would have—Wv³.
 Would have been—Wvn³.
 Would have been there—
 Wvnthr³.
 I would—(ch tick) W³.
 I would not—(ch tick) Wnt³.
 I would have—(ch tick) Wv³.
 I would have been—(ch tick)
 Wvn³.
 I would have been there—(ch
 tick) Wvnthr³.
 I would not be—(ch tick) Wnt³ B.
 I would not be certain—(ch tick)
 Wnt³ Bs Rt N.
 I would not be positive—(ch tick)
 Wnt³ B Ps Tv.

I would not be sure—(ch tick)
 Wnt³ B SHr.
 Or not—Rnt¹.
 Were not—Rnt².
 Were you not—Ry² Nt.
 Were you there—Rythr².
 Were there—Rthr².
 Were not—Rnt².
 Were you acquainted with—Ry²
 Kwnt.
 Where did you go—R² Dy G.
 Were you acquainted with the
 plaintiff—Ry² Kwnt (p tick)
 Plnt.
 Were you acquainted with the
 defendant—Ry² Kwnt Dft.
 Where was—R² Z.
 Where do you—R² Dy.
 Where do you live—R² Dy L V.
 Where did you see—R² Dy S.
 Where we, or were we—Rw².
 Where did you have—R² Dyv.
 He has, or he is—Hs¹.
 He has not—Hs¹ Nt.
 He has been—Hs¹ Bn.
 He has not been—Hs¹ Nt Bn.
 He says—H¹ sS.
 He said—H¹ sD.
 He says he was—Hs¹ S H Z.
 He says he was not—Hs¹ S H Z
 Nt.
 He said he was—Hs¹ D H Z.
 He says he was there—Hs¹ S H
 Zthr.
 He says he has not been—Hs¹ S
 Hs Nt Bn.
 He says he has not been there—
 Hs¹ S Hs Nt Bnthr.

On the—(*r* tick, *ch* tick¹).

On a—(*r* tick, *k* tick¹).

On the part—(*r* tick, *ch* tick)
Prt¹.

On the part of the—(*r* tick, *ch* tick)
Prft¹.

On the part of their—(*r* tick, *ch* tick)
Prthr¹.

On the part of the plaintiff—(*r* tick, *ch* tick)
Prt Plnt¹.

On the part of the defendant—(*r* tick, *ch* tick)
Prft¹ Dft.

On the one hand—(*r* tick, *ch* tick)
Wn¹ Nd.

On the other hand—(*r* tick)
THthr¹ Nd.

On the ground—(*r* tick, *ch* tick)
Grnd¹.

On that subject—(*r* tick) THt¹
sB J.

On that question—(*r* tick) THt¹
Kws Tn.

On to the—(*r* tick) T¹ (*r* tick).

In favor of—N¹ Fv Rv.

In the evening—Nt¹ Vn NG.

In the morning—N¹ (*ch* tick)
Mn NG.

In the afternoon—Nt¹ Ftr Nn.

In the spring—nsPr² NG.

In the summer—nsM² R.

In the fall—Nt¹ F L.

In the winter—N¹ (*ch* tick) Wntr.
Time of—Mv¹.

Time of payment—Mv¹ P Mnt.

Time of day—Mv¹ D.

From time to time—M¹ M M.

What is—ws¹.

What is your business—ws¹ Bs.

What is done—ws¹ Dn.

What is it—ws¹ T.

What kind—w¹ Knd.

What kind of—w¹ Knd V.

What was said—w¹ Zs D.

What was done—w¹ Z Dn.

What was there—w¹ Zthr.

What was said there—w¹ ZsDthr.

What would—w W³.

What would be—w W³ B.

What was—w Z².

What was he—w Z² H.

What did he—w Dd¹ H.

After you—Fytr³.

Whether you—Wythr².

Great extent—Grts² Tnt.

Some extent—sMs² Tnt.

Greater or less than—Gr² Ls
THn.

More or less than—Mr² Ls THn.

Ought to be—(*k* tick) Tt B¹.

Ought to have been—(*k* tick) Tf¹
Bn.

Ought not to be—(*k* tick) Tnt¹ B.

At all—Tl³.

At all events—Tlf³ Nts.

At one—Twn³.

At once—Twns³.

At one time—Twn³ T M.

At any time—T³ N M.

Long time—L NG M.

How long a time—(*r* tick) NG³
M.

Said something—sDs² M NG.

Best of your recollection—Bs² Y
R Kshn.

Best of my recollection—Bs² M
R Kshn.

Best recollection—Bs² R Kshn.
 Best of your judgment—Bs² Y
 J J Mnt.

Best judgment—Bs² J J Mnt.
 Best of my belief—Bs² M Blf.
 Went there—Wnthr².

Around there—Rndthr³.

Lived there—L¹ Vthr.

Moved there—M Vthr³.

Arrived there—Rftr¹.

The next—(r tick) Nst².

The next time—(r tick) Ns² M.

The next day—(r tick) Ns² D.

The next morning—(r tick) Ns²
 Mn NG.

In pursuance of—N¹ Pf (*struck*
through the N).

In accordance with—N¹ Krd w.

In connection with—N¹ K w.

I understand you—(r tick) Ns² Y.

I understood you—(r tick) Ns² Y.

I understand you to say—(r tick)
 Ns² Y S.

I understood you to say—(r tick)
 Ns² Y S.

I know of—(r tick) Nf².

I know of his—(r tick) Nfs².

I know of their—(r tick) Nfthr².

Objection overruled—B¹ Jshn V
 Rld.

Exception taken—Ks² Pshn Kn.
 Sustained and exception taken—
 ssTds² Pshn Kn.

Overruled and exception taken
 —Vr² Rlds Pshn Kn.

Received and exception taken—
 Rs¹ Vds Pshn Kn.

Excluded and exception taken—
 Ks² Kl Dds Pshn Kn.

Gentlemen of the jury—Jnt² J.

If the court please—Ft¹ Krt Pls.

Your honor—Y² Nr.

Mr. Chairman—Mr¹ CHr Mn.

Ladies and gentlemen—LDs² Gnt.
 Will you state—Lys¹ Tt.

Will you swear—Lys¹ W.

Will you say—Ly¹ S.

Judgment roll—J J Mt Rl.

Once or twice—Wns² Ts.

Once in a while—Wns² N Wl.

One or both—W² Nr B TH.

One or two—W² Nr T.

With reference—TH¹ Rf.

In reference—Nr¹ F.

With relation—TH¹ Rlshn.

In relation—N¹ Rlshn.

With regard—TH¹ R Grd.

In regard—Nr¹ Grd.

With respect—TH¹ Rs P Kt.

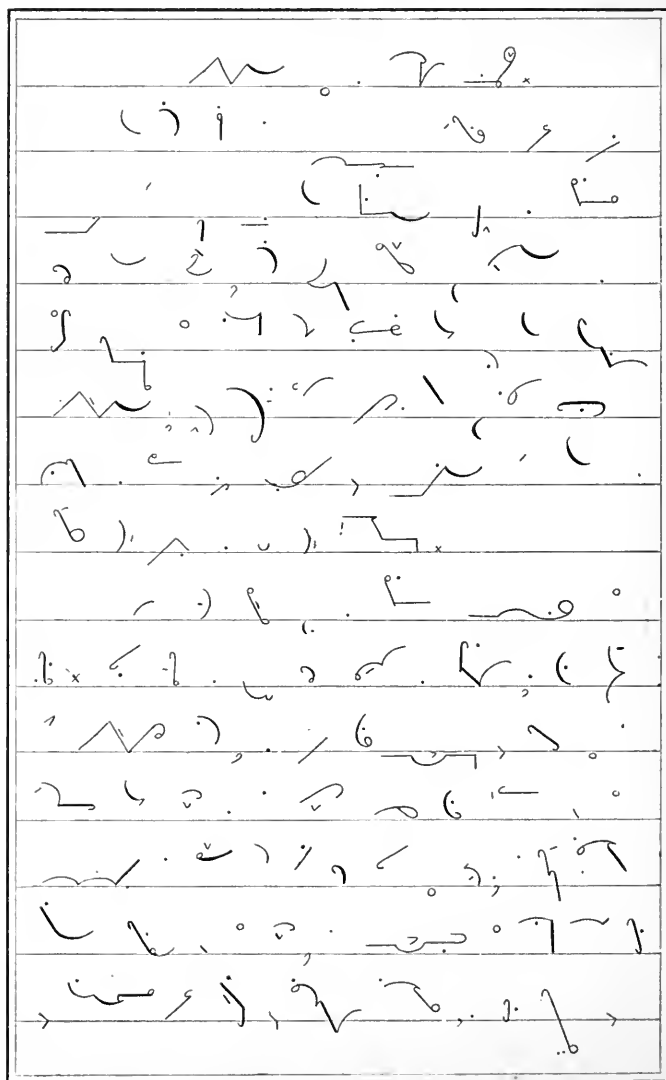
In respect—Nrs¹ P Kt.

CHAPTER XIII.

READING PHONOGRAPHY.

NOTWITHSTANDING the great brevity of phonography, and the exceeding rapidity with which it can be written, it is, if properly executed, entirely legible to the skilled stenographer. Indeed, a court stenographer is expected to be called upon, again and again, to refer to his minutes, and read, at once, the testimony of witnesses which he may have taken some days before, and often the evidence will be that of expert witnesses on difficult technical matter, which has been delivered with rapidity. Sometimes, even, a jury will come into court for instruction on the evidence, and the stenographer will be required to read over all the testimony given in a case. We know many stenographers who have had this experience. It is an old saying among court reporters, that if there is anything peculiarly difficult in the testimony, or any that has come with unusual rapidity, that is the part they will be called upon to read. The reason of this is, that such testimony is apt to be given with less distinctness, and consequently the opposing attorneys are liable to get into a dispute as to what the

witness said, or the court or jury may wish to have it read for their own enlightenment. Now, however much an attorney may stumble, and blunder, and hesitate, in reading exhibits and documents written in the common long hand, it is expected of the stenographer that he will read his stenographic notes accurately and with fluency. To accomplish this result, and enable the stenographer to read his notes thus readily, something more must be done than merely attaining the capacity to write. A separate course of training must be undergone. The course which we shall suggest, if perseveringly followed, will, we believe, give the student great assistance toward the desired result. He should in all his practice make it a rule to read over everything which he writes. This may be slow work at first; but, however irksome it may be, he should perseveringly continue this throughout his practice. He should read over carefully the exercises given in this work, until he can tell the words at a glance. He may then commence reading the phonographic matter contained in the subsequent pages, not contenting himself with going once over the ground, but he may with profit read all of the printed phonography in these pages many times, and he will thus familiarize himself with proper forms for the consonant outlines. If the course here laid down is pursued, the student will find that his short-hand notes, if written with a fair degree of accuracy, and according to the system herein given, will be plain and legible.

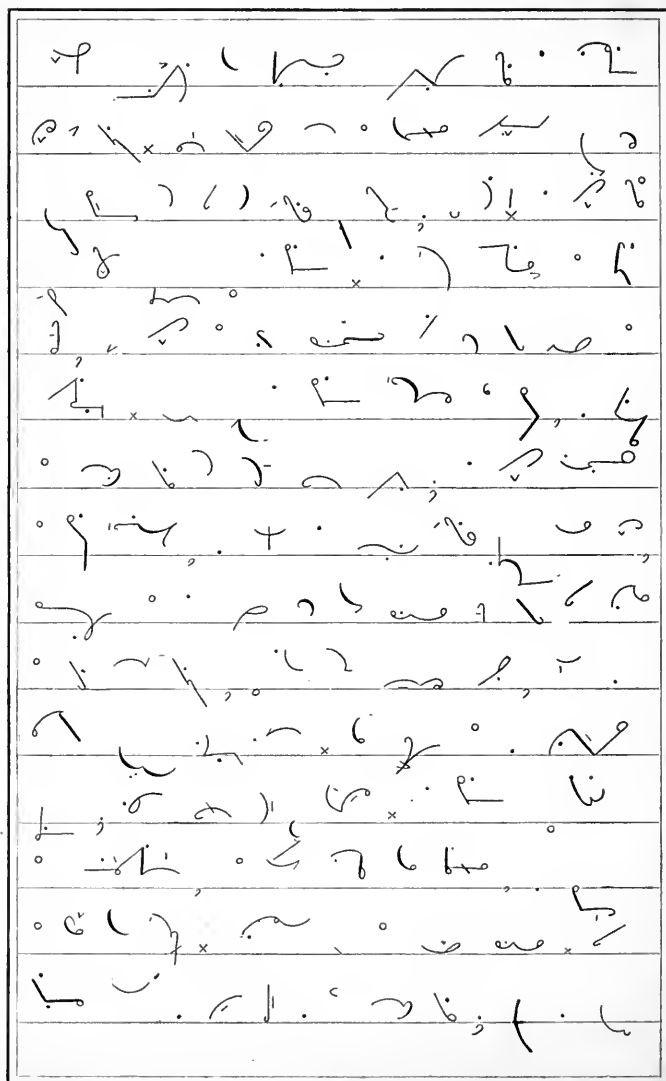


NOTE.—A few pages of phonographic exercises with shaded outlines are given as a sort of stepping-stone to the practice of reading unshaded phonography. A very little practice will enable the student to read the unshaded quite as well as the shaded exercises, but it may be well for the student to accustom himself to the former at the outset, as a sort of introductory method, and in order that he may be able to shade strokes in his writing if it should at any time be found necessary so to do. Care should be taken in writing proper names.

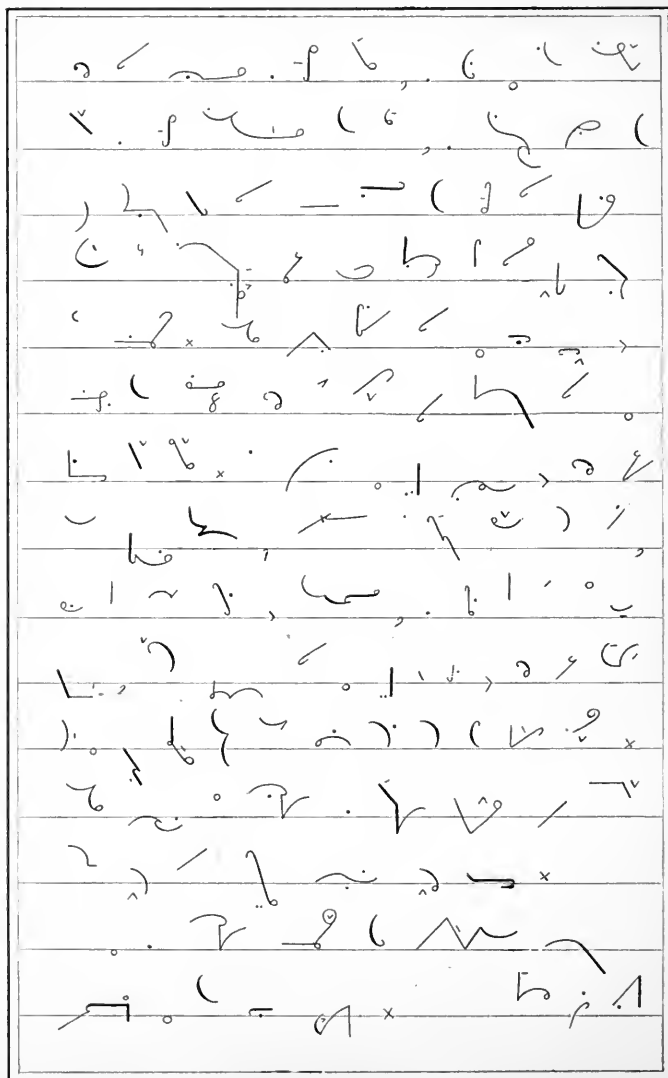
REPORTING AS A MENTAL EXERCISE.

IF we consider the mechanical operations which are carried on during the act of taking down a speaker's words in short-hand, we shall not be surprised that long and diligent practice is needed for the acquisition of the art of verbatim reporting; our wonder will rather be that still greater labor and skill are not necessary to the carrying on of a process so rapid and yet so complicated.

Let us suppose that a speaker commences his address. He utters a few words slowly and deliberately; they fall on the reporter's ear, and are thence communicated to the brain as the organ of the mind; the writer must then call to his memory the sign for each word he has heard; the proper symbol being present to his mind, a communication is made from the brain to the fingers, which, obedient to a cerebral impulse, and trained perhaps to the



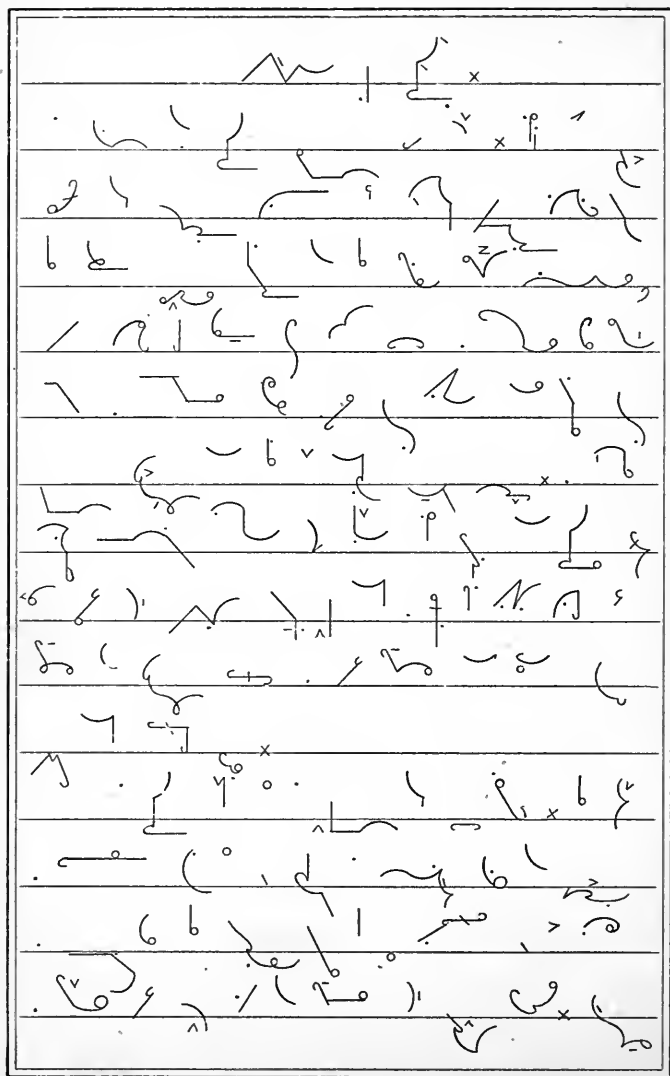
nicest accuracy of delineation, rapidly trace the mystic lines on the paper. Some portion of time is, of course, required after the words have been spoken for each of these operations to be performed; yet see! the writer appears to stop precisely at the same time as the speaker. The orator continues his deliberate utterance, and the writer is able to stenograph each word before the next is articulated. Now, however, the speaker warms with his subject, and changes his measured pace for one more rapid; the writer increases his speed accordingly, and, notwithstanding the many operations at work in his mind, scarcely is the last word of the sentence uttered before he lifts his pen from the paper, as if for a moment's rest, not a syllable having escaped him. This surely is a laborious task; still more so that which follows. The speaker has finished his exordium, is in the midst of his discourse, and has begun his flights of oratory. Listen to his next sentence. He begins in a low tone and with measured pace; after a few



words he makes a sudden pause; and then, as if inspired by a sudden influx of thoughts, and fearful lest they should escape before he can give them utterance, he dashes along with an impetuosity which is never diminished till he is out of breath with exertion. In this rapid delivery he has gained ground to the extent of six or eight words on the writer, whom, it may be, he has taken by surprise. The latter has had to listen to the words which were in advance of him, recall the proper sign for each, send it from the brain to the fingers, and trace it on his note-book, while at the same time he has had to attend to the words which follow, so as to be able to dispose of them in the same way when their turn arrives. In this manner his mental and bodily powers are occupied for an hour, or perhaps many hours together.

As a mental exercise, then, reporting may be regarded as of great utility.

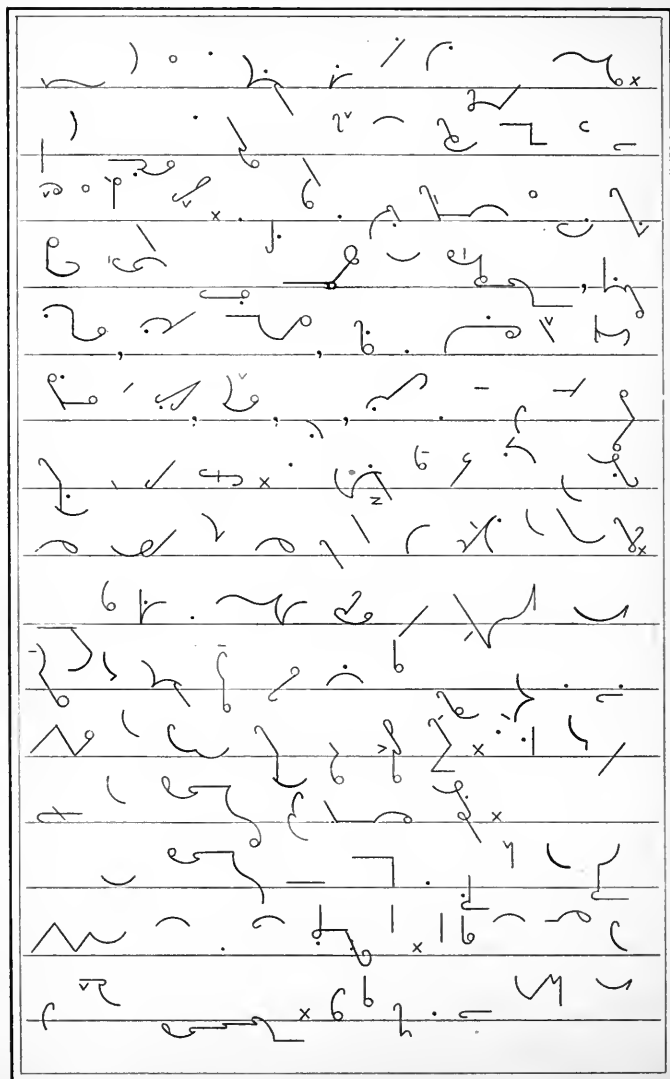
THOMAS ALLEN REED.



REPORTING AT CHAUTAUQUA.

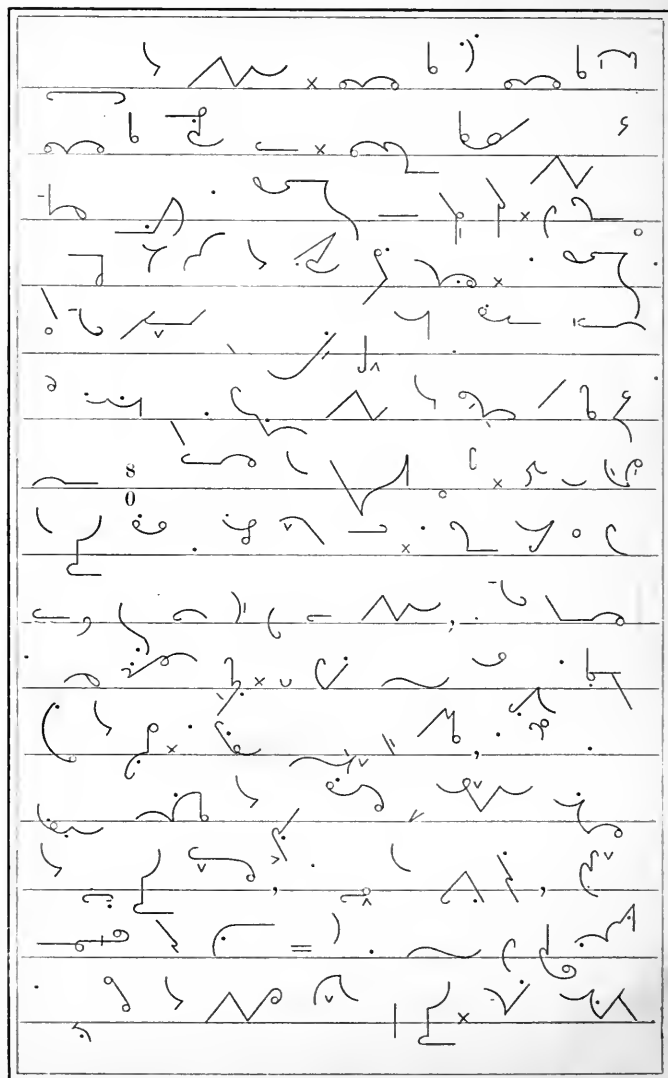
THE fame of Chautauqua has become world-wide. Situated on the beautiful shores of a romantic lake, with a lofty geographical elevation above its physical surroundings, typical of its present spiritual eminence, where less than ten years ago there was little more than a wilderness, there has sprung up a complex civilization, whose far-reaching influence bids fair to become universal in its high endeavor to ennoble mankind. A modest Methodist camp meeting was the tiny seed planted in Chautauqua's fertile soil, which has so rapidly budded out into a sturdy tree, richly laden with the blossoms of universal culture, and which promise in the near future to ripen into golden fruits.

The Chautauqua idea is the outcome of a grand conception. Its vital and characteristic feature is to develop the manifold phases of human nature ; and to accomplish this, its beneficent purpose, it has recourse to all the means and appliances which our age of progress so bountifully furnishes. Foremost



among these is the Assembly, held each year during the summer months. At these gatherings, the benefits to be derived from personal contact with great minds is sought to be realized; and to attain this, an elaborate programme is annually prepared, consisting of normal class exercises in Sunday-school work, temperance meetings, missionary conferences, addresses and lectures by distinguished speakers on religion, science, art, literature, and all other kindred subjects pertaining to general culture. The valuable thoughts which here have inception must necessarily, for the most part, be well worthy of being preserved. To accomplish this, daily and monthly journals are published under the auspices of the Assembly authorities, whose aim it is to present full and accurate reports of everything pertaining to this stupendous project. The aid of a large corps of stenographers, therefore, becomes indispensable.

No stenographer can get an adequate idea of Chautauqua reporting from a mere description of it. It differs from almost every other kind of stenographic work. There is, it is true, a great variety in the



character of the reporting. Sometimes it is easy, sometimes it is moderate, sometimes it is exceedingly difficult. Some work it is necessary to report with the utmost accuracy the stenographer can bestow upon it; other work has to be condensed until little of the original speech remains. The stenographer is often required to narrow down into a single column what is intended to be a verbatim report of a sermon or address, which would make eight or ten columns if published as delivered.

Five hundred folios of Chautauqua scenes and incidents might be given. The work, in general, is very difficult; far more so than court reporting, and often becomes the most wearisome drudgery. Yet there are many things to relieve the disagreeable features of the situation. The pleasant moonlight boat-rides, the weird and fascinating melodies of the Jubilee Singers and the inspiring anthems of the grand Chautauqua choirs, the crowds of happy people, delightful excursions upon the lake—these, and many other diversions, ameliorate the hard experience of the reporter's life at Chautauqua. We are invariably

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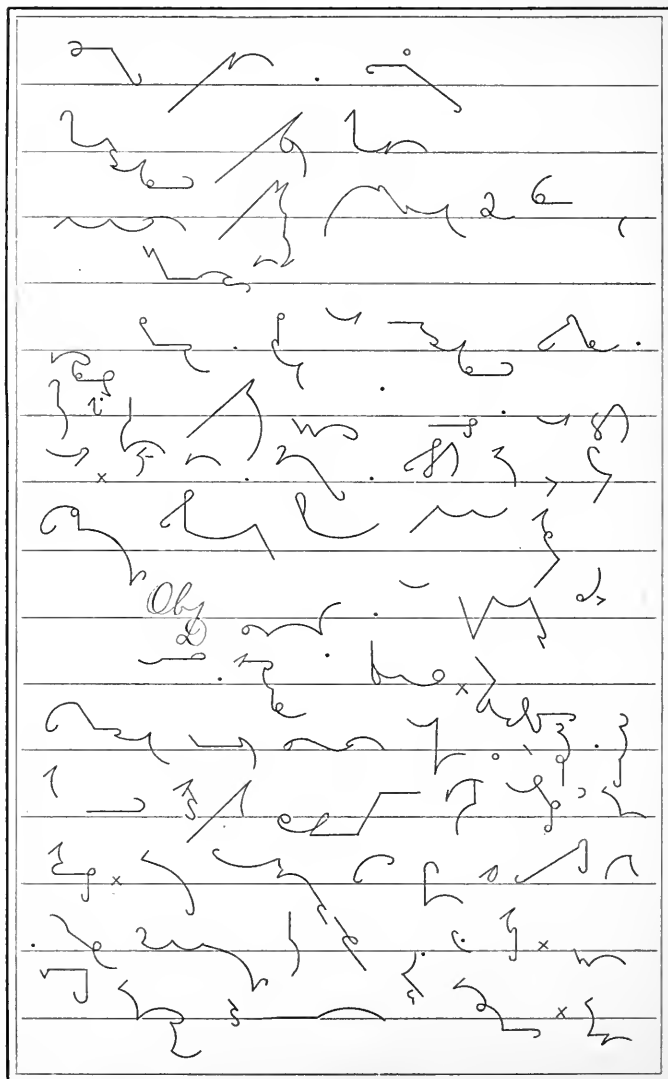
~ ~ ~ ~ ~ ~ ~ ~
 . John Doe ~ ~
 ~ ~ ~

glad when it is all over. Yet many are the pleasant memories that we carry away with us—memories that come back to us after the season's close; and, howsoever much we may resolve never again to visit Chautauqua's romantic groves, a year rolling away leaves in our minds a sort of a twilight picture of the old days and pleasant times we have enjoyed, and the summer finds us ready again to accept the bitter for the sake of the sweet, the disagreeable features for the sake of the many charming ones, and spend a summer month in that place, where more than all others the lights and shades of life are brought out in bold relief: that strangest of all, but most delightful resort, Chautauqua.—*Part of a paper read by the author before the New York State Stenographers' Association.*

IMAGINARY TESTIMONY INTRODUCING MOST OF THE
IMPORTANT WORD-SIGNS.

JOHN DOE, sworn for the plaintiff, and examined by Mr. Smith, testified as follows:

Q. Where do you reside? A. In New York.



Q. What is your occupation? A. I am a carpenter.

Q. Do you know the plaintiff in this action? A. Yes, sir, I do know him.

Q. How long have you known him? A. I think it was in the latter part of November, two years ago, that I became acquainted with him.

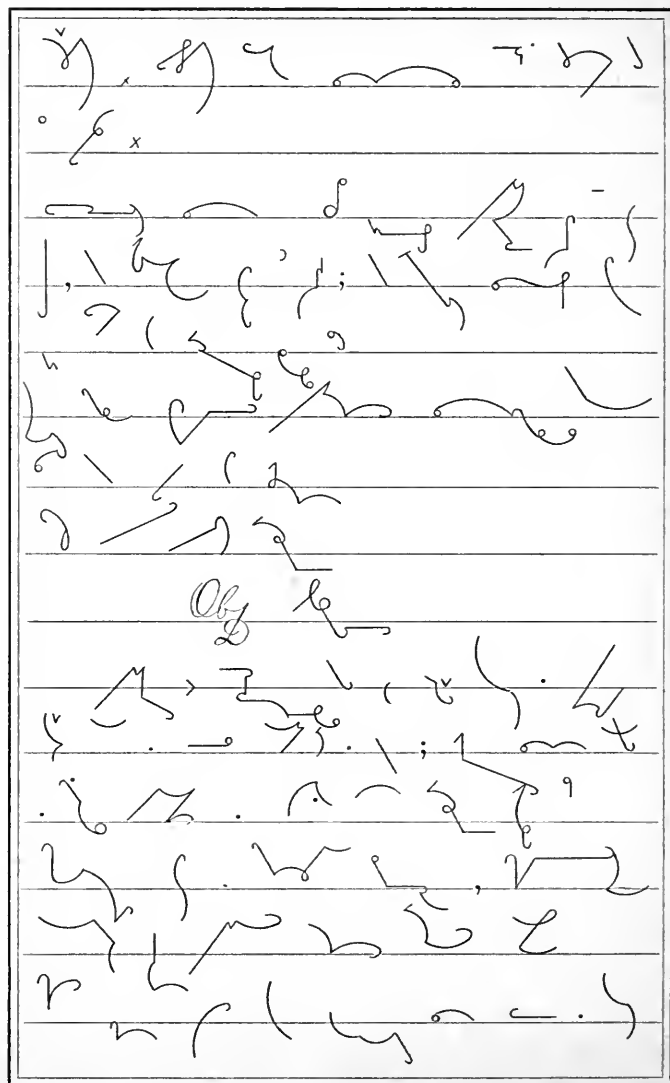
Q. At the time of this accident spoken of and set forth in the complaint in this action, were you present, and did you see the defendant at that time? A. I was there about the time of the accident, and knew that he was injured. I saw him a short time before, and he said he was on the way to the village.

Q. Will you state whether or not he said anything about stopping there, or anything on that subject?

Objected to by defendant's counsel as immaterial, and not bearing upon the issues in the case, and on the ground that it is not the best evidence.

Objection overruled, and exception taken.

Q. Will you be kind enough to give us something more in detail as to what was said, and what was done on that occasion, on the part of the plaintiff? A. Well, as near as I can recollect, I will tell you in substance what I remember on that question. I went there in order that I might be able to learn at what time the first railroad train left, and for the purpose of ascertaining whether or not it was possible to ship freight on that train. About the time I got there, I remember of seeing the plaintiff come there with a horse and wagon. I asked him



why he was there. He said he was there in reference to some matters connected with a bond and mortgage upon his house and lot.

Q. Can you not give us some other circumstances about the accident? A. I should be glad to tell you all that was done there, but I think of nothing other than what I told you; but I believe there was something said further about the mortgage, though I won't be positive as far as that is concerned.

Q. Was there any one else present that you recollect of? A. I remember of some other persons being there, but who they were I don't remember.

Q. When you first arrived there, where was your horse and buggy?

Objected to by defendant's counsel.

Received, and exception taken.

A. I had been to the county clerk's office before that to find if there was a judgment roll filed in a case in which I was a party; I had been there some time in pursuance of a previous arrangement, and left my horse and buggy on the other side of the street.

Q. Do you know whether or not there was a promissory note spoken of; do you recollect of their saying anything about that at that time? A. I never remember of hearing of any such thing.

Q. Did you learn, during the time you were there, of there having been some difficulty, and, if so,

can you state what it was, and whether it was before or after you arrived there? A. It may have been before or after; I won't be certain, but at all events it lasted some time.

Q. As a matter of fact, had he not been there before he came there at this time? A. That I can not tell you.

Q. Do you know anything about this matter of your own personal knowledge? A. No further than I have been informed.

Defendant's counsel moved to strike out this evidence upon the ground that it is irrelevant, and is not in any way pertinent to this case.

Motion denied, and exception taken by defendant's counsel.

FRED GAY, by Guardian,	}
vs.	
THE NEW YORK, LAKE ERIE	
& WESTERN RAILROAD	
COMPANY.	

WARSAW, N. Y., *December 14, 1881.*

Before Hon. ALBERT HAIGHT, Justice, and a jury.

Counsel for plaintiff, Messrs. BARTLETT & BARTLETT, and I. SAM JOHNSON, Esq.

Counsel for defendant, Messrs. SPRAGUE, MILBURN & SPRAGUE, and Hon. GROVER CLEVELAND.

James O. McClure. 2 B

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JAMES O. McCLURE, sworn on behalf of the plaintiff, and examined by Mr. M. Bartlett, testified as follows:

Q. Where do you reside? A. Warsaw.

Q. What is your business or profession? A. Civil engineer.

Q. How long have you practiced that profession? A. Thirty years.

Q. Do you know the place known as Brainard's Crossing of the Erie Railway? A. I do.

[It is very convenient and safe to omit the "I" in this and many other similar cases.]

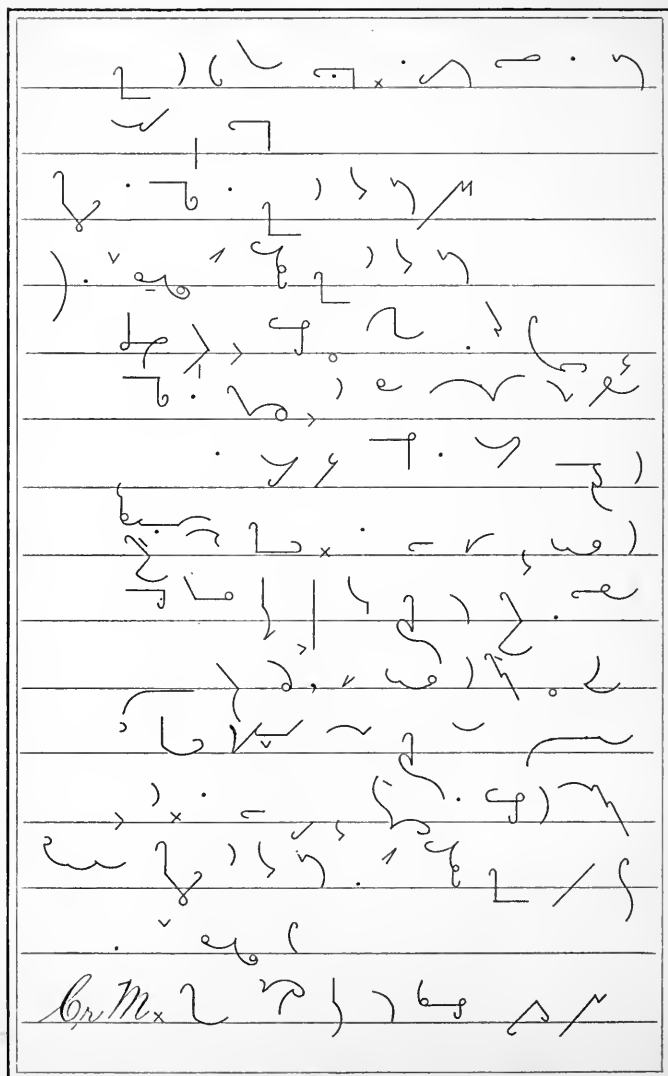
Q. Did you at any time make a map of that crossing, and the track west of the crossing? A. I did.

Q. Did you examine the location of the ground to the north and west of the crossing? A. I did.

Q. Is this the map that you made of that locality? (Counsel presents map to witness.) A. Yes, sir.

Plaintiff's counsel offered in evidence the map referred to. Received in evidence, and marked Exhibit "A."

Q. Will you state the condition of the crossing at the time you made this map? A. The railway at that time consisted of one track. A second



track was then being graded. The railway crossed the highway nearly at grade.

Q. Did you observe the condition of the track east of the highway? A. I did.

Q. Was there a high snow fence on the north side of the track, east of the highway?

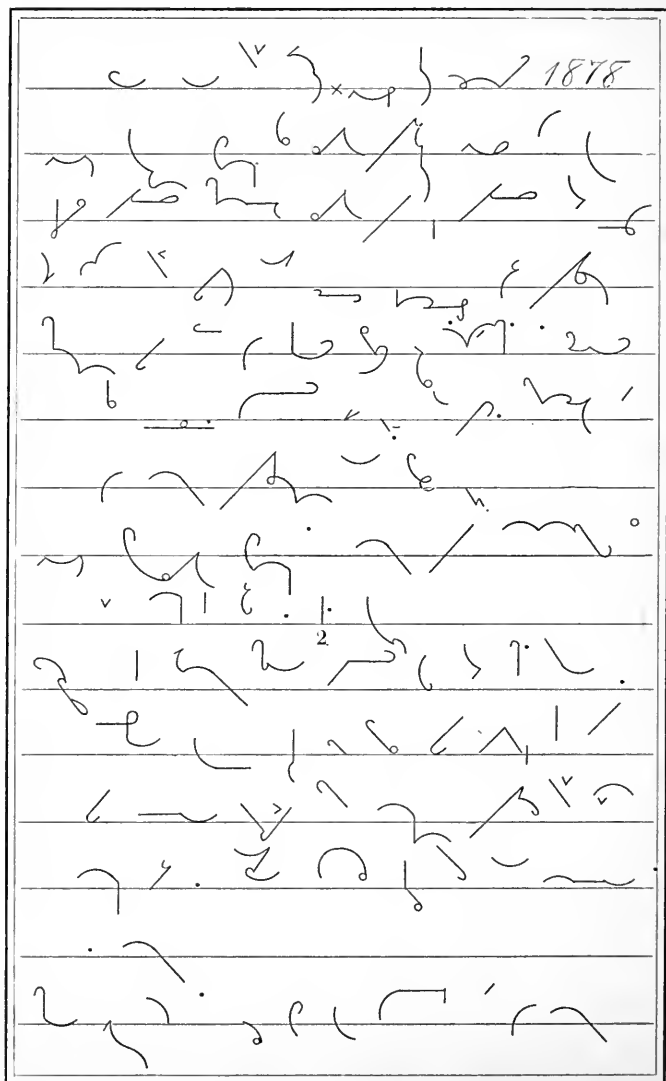
Defendant's counsel objected to the question as leading, and upon the further ground that the condition of the premises to the east is not material, for the reason that it is not claimed the engine which caused the injury complained of was approaching from that direction.

The Court held that the evidence was competent, because it was the duty of a traveler when approaching a crossing to look both ways, and the evidence was proper, as showing what attention was required from the traveler in looking to the east. The Court ruled that the form of the question was improper.

Q. What, if anything, did you observe east of the highway and on the north side of the track? A. There was a high snow fence there.

Cross-examined by Mr. Milburn:

Q. Do you know what time of year it was when this accident happened? A. I



only know by hearsay. I understood it was in the summer of 1878.

Q. How long was it after that time that you made this survey? A. I think it was the next year after.

Q. At whose request did you make that survey?

A. At the request of the counsel.

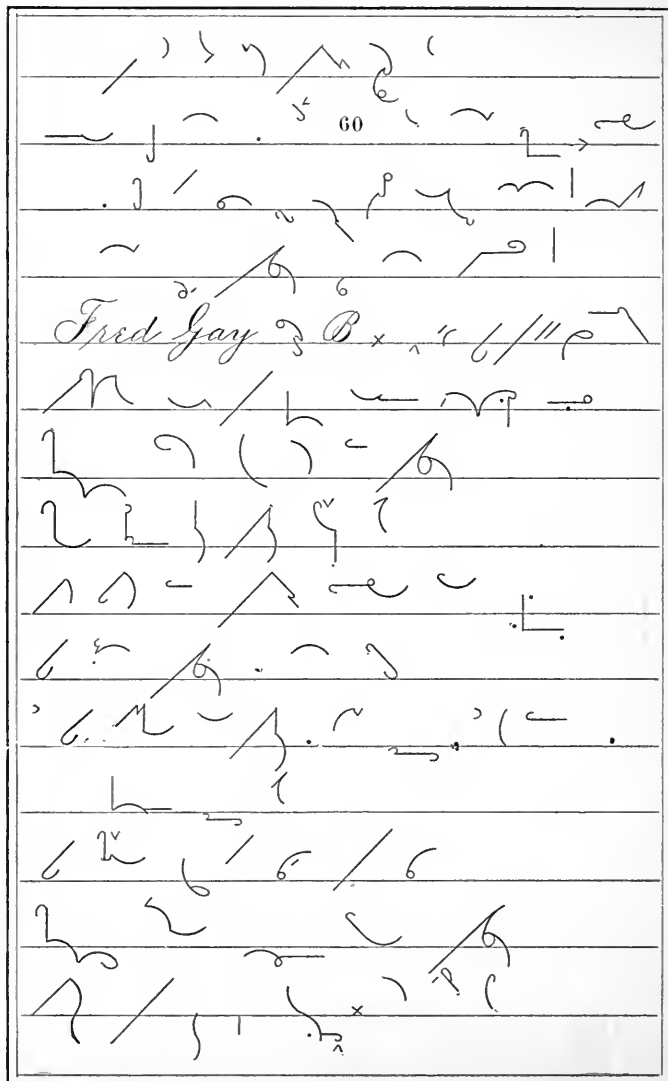
Q. Was the little boy who was in the wagon at the time of the accident with you? A. Yes, sir.

Q. Do you remember who called your attention specially to this willow-tree, the ascertaining of its exact location, and the putting of it rather prominently on your map? A. I don't remember any conversation about it.

Q. How long was it after your survey that you made the map? A. My impression is that I made it within a day or two afterward.

Q. When you placed it on that map, did you have any recollection then of the tree being an existing fact at that particular place where you represented it, or were you going purely by your memorandum? A. I went by my memoranda, which an engineer always depends upon in making a map.

Q. Do you know how far away the woods that you have located on your map



are east of the highway? A. About one thousand feet.

Q. Going down from a point sixty feet from the track to the crossing, a train, or some part of it, would be constantly in view from the time it emerged from the woods? A. Yes, sir; that is my recollection of it.

FRED GAY, sworn on behalf of the plaintiff, and examined by Mr. Bartlett, testified as follows:

Q. How old are you? A. Eleven last October.

Q. Where do you live now? A. At my uncle Orlando Gay's.

Q. Do you remember when your father was killed?

A. Yes, sir.

Q. Do you know what day of the week it was? A. It was Friday, I think.

Q. Where was it he was killed? A. Upon the crossing near Attica.

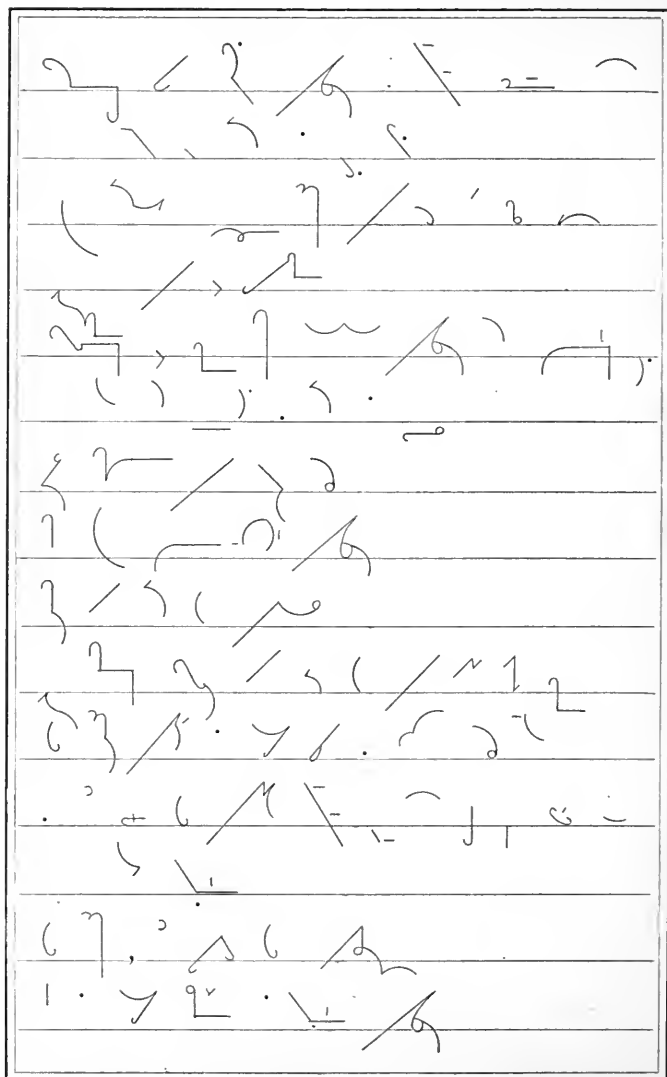
Q. Were you with him? A. Yes, sir, and my brother.

Q. What were you riding in? A. It was a light wagon—what they call a democrat wagon, I think.

Q. Were you driving fast or slow? A. Slow.

Q. Do you remember of hearing music playing? A. Yes, sir.

Q. Where was that? A. That was at the fair-ground. We stopped there.



Q. When you got there, were you asleep? A. Yes, sir; and papa woke me up to hear the band play.

Q. After hearing the music, what did you do? A. Went on towards home.

Q. How far did you go? A. To the railroad track.

Q. Before you got to the track did you do anything?
A. Yes, sir; we looked to see if we could see and hear the cars.

Q. Which way did you look? A. Both ways.

Q. Did your father look also? A. Yes, sir.

Q. Did you see or hear them? A. No, sir.

Q. How far did you get before you saw or heard them? A. Right on to the track.

Q. Then what did you see? A. I saw the engine just a little way off.

Q. And what occurred then? A. I think papa put me down at the front end of the buggy.

Q. Then what did you do—what happened then?
A. I don't remember.

Q. Did the engine strike the buggy? A. Yes, sir.

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O. B. Adams M.D. 3 Bx

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

Q. Where did you go? A. I went kind of southwest, I think, from the crossing.

Q. Where were you when you found yourself? A. Lying on the grass at Uncle Arch's, and then they took me in the house, and put me in the bed.

Q. Did your leg or side pain you any? A. Yes, sir, I was sore and lame.

Q. How long were you lame? A. Three or four weeks.

Q. Where did you go from your Uncle Arch's? A. I went to the funeral, and then went down to Uncle Orlando's.

Q. Were your father and little brother buried at the same time? A. Yes, sir.

Q. After the funeral, tell the jury whether you suffered any from pain and sickness? A. I would have the headaches and some pains. I could not sleep on my right side, because I had the pains in it.

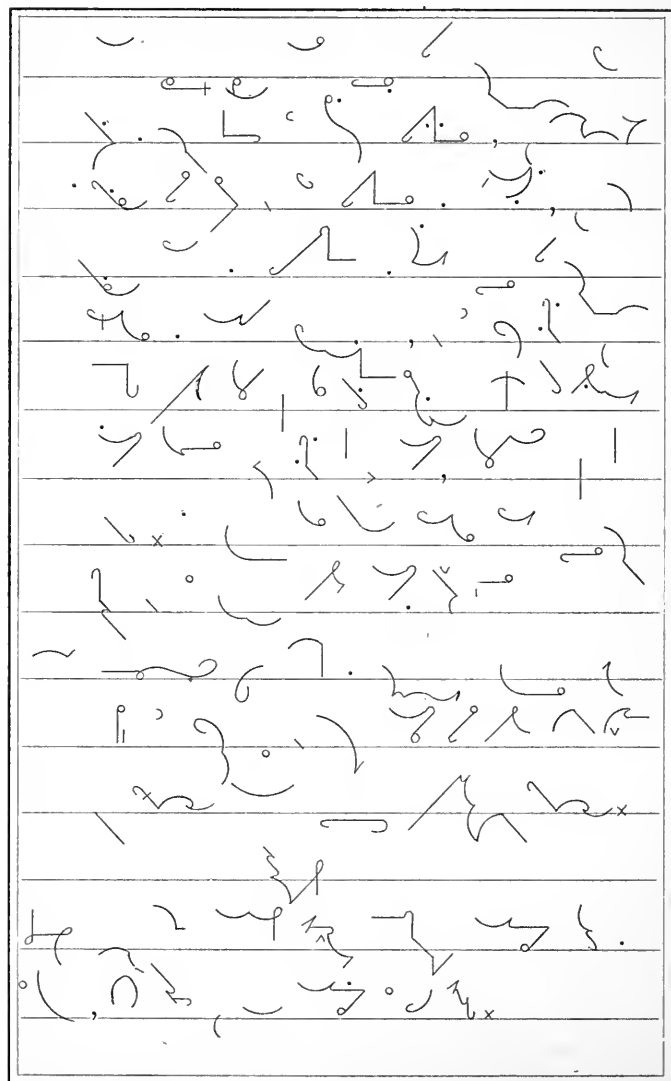
O. B. ADAMS, M. D., sworn on behalf of the plaintiff, and examined by Mr. M. Bartlett, testified as follows:

Q. Are you a practicing physician and surgeon? A. I am.

Q. Do you know the plaintiff, Fred Gay? A. Yes, sir; he was brought into my office for a prescription some two years ago.

Q. Tell the jury what kind of an examination you made. A. I made a pretty thorough examination of the boy. He gave me a little history of the injury he had sustained, and a little history of his condition. I wanted to get at whether the sickness for which I was prescribing was dependent upon some remote cause, or whether it was some simple indisposition. I found a slight abnormality on one side. Just what the character of that was I can not now tell. I think there was a displacement; whether it was a dislocation of the rib, or fracture of the rib, I do not remember. He was suffering from pain in the side.

Q. Now, assuming that this boy was eleven years old last October; that prior to the 2d day of August, 1878, he had been a healthy child; that on that day, while crossing the railway, the vehicle in which he was being conveyed collided with a train, and he was thrown from the vehicle several feet out upon the ground; that he was found crying, and on examination it was discovered that his side presented the appearance of ecchymosis for a considerable space; that while



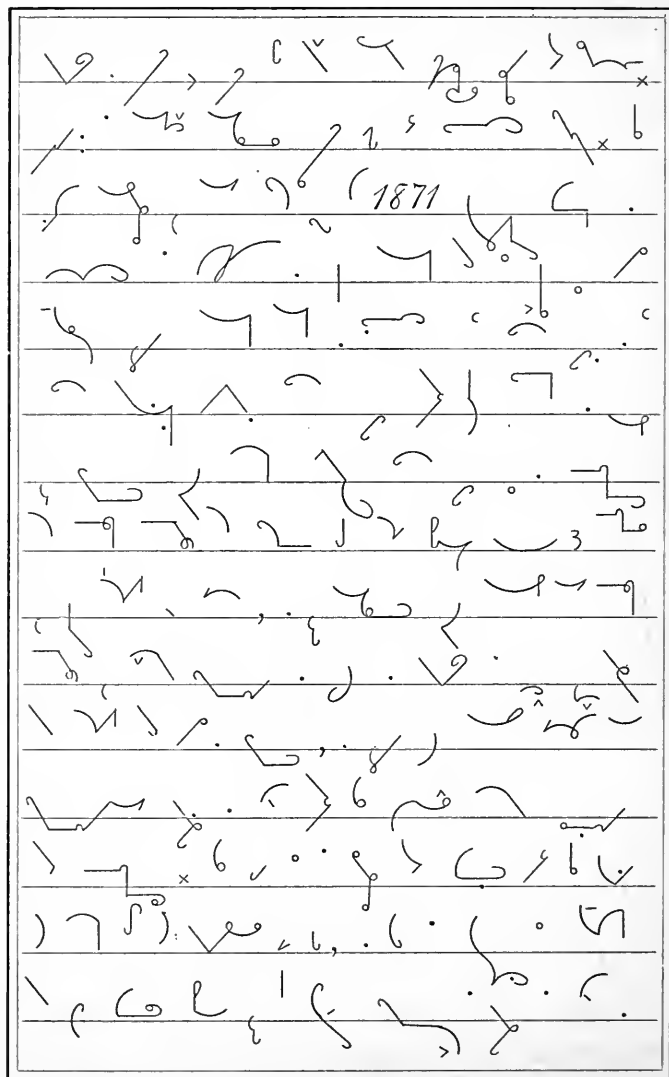
in school, standing in his class, he would become very pale, and would be taken with severe headaches; that from that time until the present he is subject to frequent headaches and nausea; that when passing near a railroad track, and seeing the cars, he would become nervous and nearly frantic; to what would you attribute that condition? A. Well, if he had this pain supervening immediately upon receiving the injury, of course I would attribute it to the injury, if he never had it before. The fact of his being nervous near the cars would be attributable to his having received the injury by that cause.

Q. From the examination you have made, and assuming the facts I have stated, what would you say as to whether the injuries he has received will be likely to be permanent in their character? A. I think they will be permanent.

The plaintiff here rested.

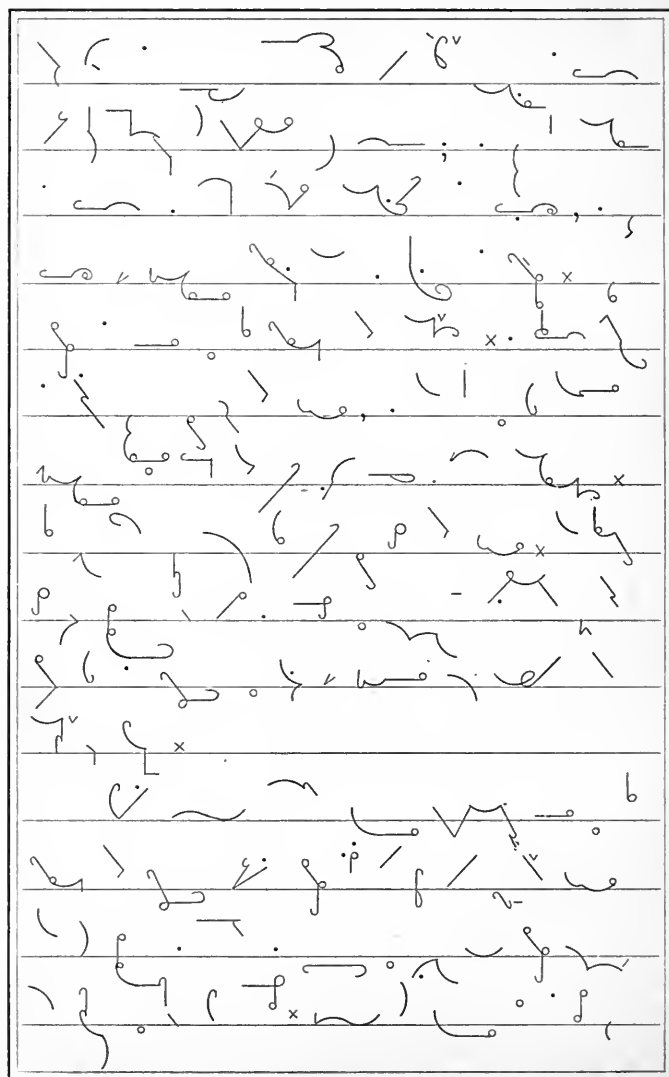
Defendant's counsel moved for a non-suit, on the ground of the contributory negligence of the plaintiff and his father.

Also upon the ground that no negligence is shown on the part of the defendant.



PORTION OF A CHARGE TO THE JURY DELIVERED BY HON.
CHARLES DANIELS, JUSTICE OF THE SUPREME COURT.

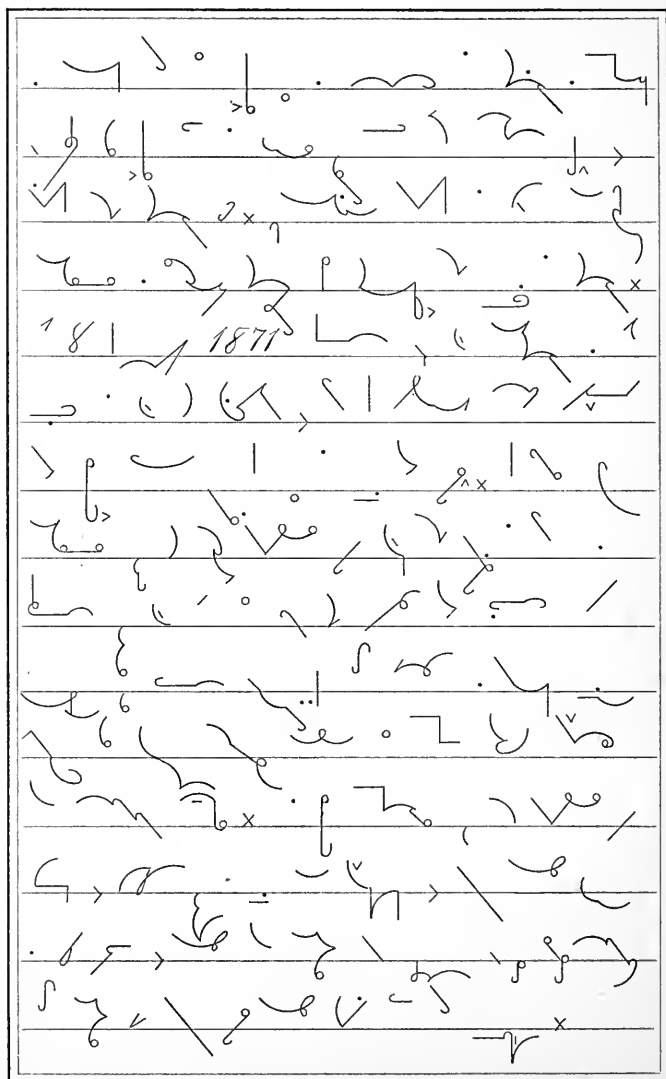
GENTLEMEN OF THE JURY: The indictment in this case charges the defendant with the crime of bribery. It is alleged in substance that in the early part of the year 1871, after he had been elected a member of the Legislature, and had entered upon his duties as such officer, he entered into an agreement with Mr. Hand, and with Mr. Bennett, representing Mr. Hand, by which it was agreed and understood that an application should be made on behalf of Mr. Hand, as a contractor, for extra compensation for work done for the State of New York under three contracts that had been awarded to him, and that the defendant in this action should be interested in the extra compensation that might be procured, and should have a portion of the amount that might possibly be awarded upon such an application, and that he should interest himself in procuring the passage of a law by which this allowance might be secured by the contractors. This, gentlemen, is the substance of the allegation as to the agreement which it is averred was made between these persons and the defendant; and then the affirmation is followed by other allegations, stating that the defendant did thereupon procure the passage of the law, and



by that law the Canal Commissioners were authorized to investigate the claim which it was contemplated these persons should make, and that they did investigate the claim, and made awards in favor of the claimants, and that the claimants and the defendant in this case participated in a division of the proceeds. That is substantially the case as it is presented by the indictment, and it is claimed on behalf of the people that this case has been established by the evidence ; and if it has, then, of course, the defendant in this case is guilty of the charge alleged against him in this indictment. It is, however, for you to determine whether this charge has been sustained by the evidence. If it has not been sustained to your satisfaction to such an extent as to remove all reasonable doubt upon the subject, then the prosecution has failed, and the defendant in the case would necessarily be entitled to a verdict.

There are many important facts bearing upon the case as it is presented by the prosecution, which are substantially conceded, or at least were proved by evidence of so satisfactory and complete a character as to leave no substantial room for controversy as to their existence. Among these facts is the circumstance that

the contract was let to John Hand, in the year 1868 and the year 1869 or 1870; at all events, the evidence shows beyond all dispute that John Hand was awarded by the Canal Department of the State three contracts—one for dredging out the Erie Basin, another for the Ohio Basin, and another for clearing Black Rock Harbor. These were the contracts under which the work was performed, and on which it was contemplated that a claim for extra compensation should be made against the State. There is no substantial controversy as to the fact that these persons went on under these contracts, and performed the work which they were bound to perform, for the purpose of completing the contracts, and entitling themselves to the extra compensation that the State agreed to pay for the performance of these services. Neither, gentlemen, is there any controversy in the case, as the evidence now stands, but that the defendant was elected to the Legislature of 1871, at the election which was held in the year 1870. He was elected as one of the members to represent the county of Monroe, and, according to the oath that was taken, which has been produced and read in your hearing, he took his oath of office on the third day of January, 1871,



and entered upon his duties as a member of the Assembly, and continued to discharge those duties, according to the evidence that has been given here, from that time down to the period when the Assembly adjourned. During the intervening period, the law in controversy in this case, and concerning which so much has been said, was introduced for the action of the Assembly. On the 8th day of March, 1871, it came to a vote in the Assembly, and on that occasion the vote was favorable to the bill, it receiving the majority required by the Constitution in order to pass it as the act of the House. It appears, further, in this case, that the defendant was one of the persons who voted for the passage of this bill; and it is claimed that this vote on his part was the result of the agreement, or understanding, that is claimed to have been had between himself and Bennett, acting on behalf of this firm, for the purpose of influencing his conduct officially by means of improper motives.

The Constitution contemplates, when persons are elected to the Legislature, that they will act in fidelity to the public interests, having a just regard for the interests of individuals, but at the same time to stand substantially impartial between individuals and the public, whose interests they are called upon to control.

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The Golden Gate Mining Co.

vs

The Butterfield Overland
Despatch.

6, 1882

28,

1865. x

John M. Trivet.

28,

SUPREME COURT.

THE GOLDEN GATE MINING Co.	}
vs.	
THE BUTTERFIELD OVERLAND DESPATCH.	

BUFFALO, N. Y., *February 6, 1882.*

Before Hon. GEORGE BARKER, Justice, and a jury.

Counsel for the plaintiff, Messrs. GREENE, McMILLAN & GLUCK.

Counsel for the defendant, Messrs. LEWIS, MOCT & LEWIS.

Plaintiff's counsel offered in evidence bills of lading, dated Atchison, Kansas, September 28, 1865.

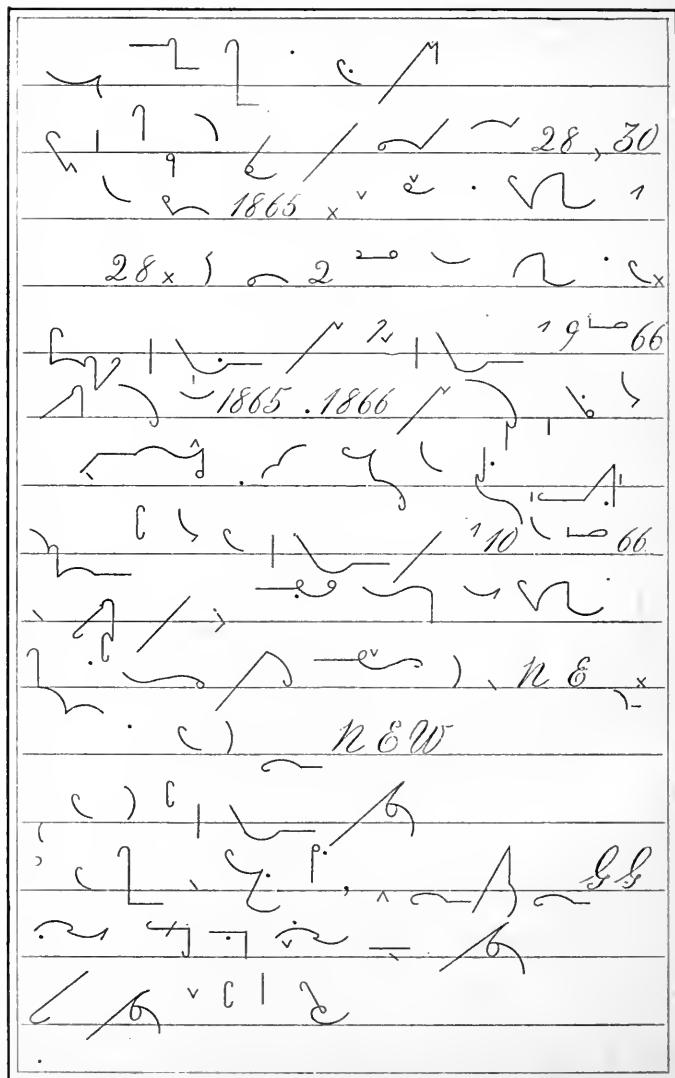
Received and read in evidence, marked Exhibit "A."

JOHN M. TRIVET, sworn on behalf of the plaintiff, and examined by Mr. Greene, testified as follows:

Q. Where do you reside? A. In Ripley Township, Chautauqua County.

Q. Are you the person named as a contracting party in that contract? A. Yes, sir—one of them; I contracted with these defendants.

Q. Is the contract offered in evidence the contract that you made with them? A. Yes, sir.



Q. Under that contract did you take the freight?

A. I did.

Q. About what date did you start for Atchison? A. Somewhere from the 28th to the 30th of September, 1865. I signed the bill of lading on the 28th. I was some two weeks in loading the freight.

Q. At what time did you arrive at Bannock? A. I arrived at Bannock on the 9th of August, '66.

Q. Where did you winter in 1865 and 1866? A. I wintered at the base of the Rocky Mountains, a little northwest of Denver, Colorado.

Q. When did you make delivery of the freight at Bannock? A. On the 10th of August, '66.

Q. To whom did you deliver? A. To the consignees named in the bill of lading.

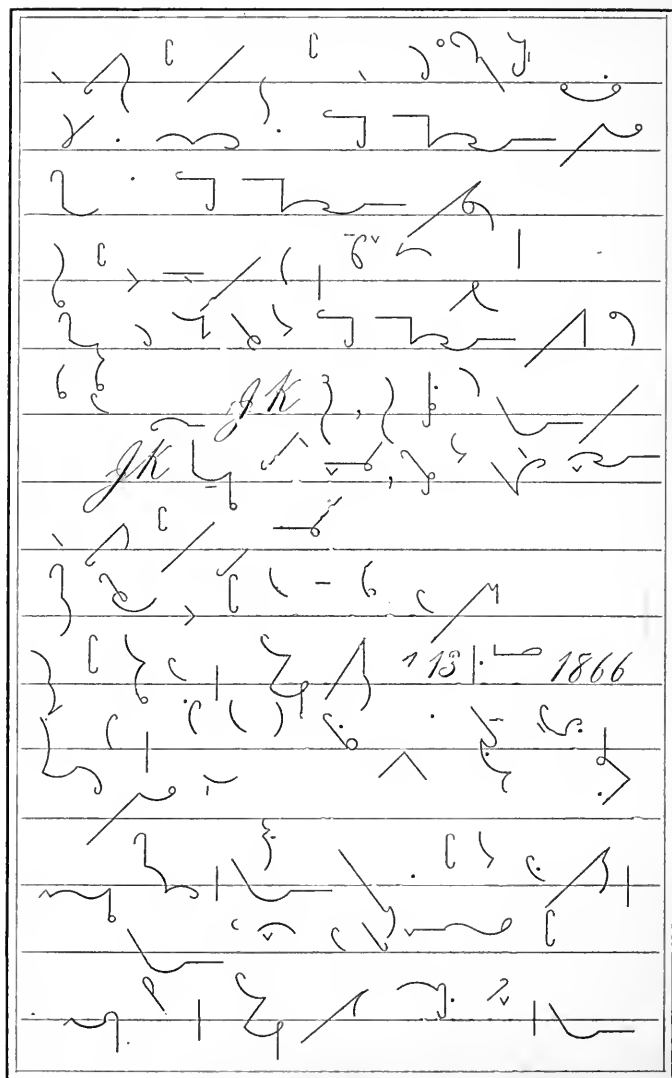
Q. Do you remember the names? A. One consignment was to N. E. Wood; the freight was marked "N. E. W."

Q. That freight was delivered at Bannock? A. Yes, sir.

Q. What freight did you take to Virginia City? How marked? A. It was marked "G. G."

Q. Meaning the Golden Gate Mining Company? A. Yes, sir.

Q. Were you there? A. Yes, sir; I delivered it personally.



Q. To whom was that delivered? A. That was delivered to one Wilber F. Saunders.

Q. Was he a member of the Golden Gate Mining Company? A. No, sir.

Q. Do you know the Golden Gate Mining Company? A. Yes, sir.

Q. Was this delivered to the company? A. They had authorized him to receive it.

Q. Do you know that this went into the possession of the Golden Gate Mining Company? A. I do, sir.

Q. This freight marked "J. K.," what was that? Was that destined for Bannock? A. "J. K." denotes John Kaiser, President of the Bullion Mining Company.

Q. To whom was it delivered? A. To John Kaiser.

Q. Did you see personally to the delivery of all this freight? A. I did.

Q. When was the delivery of this freight at Virginia City? A. It was on the 13th day of August, 1866.

Q. Was there any one there at either of these places to represent the Butterfield Overland Despatch? A. No, sir; not that I saw.

Q. How many days did you remain at Bannock before there was a delivery of the freight? A. I was at Bannock with my freight before I commenced delivery.

Q. And how long did you stop at Virginia City? A. Well, my train arrived at Bannock

first. I unloaded that freight, and went from there to Virginia City; and when I got to Virginia City myself, I found that portion of the train there ready to unload, and the next day we unloaded the freight.

Q. You were there personally to see to it? A. Yes, sir.

Q. How much have you received on that contract? A. I received a check or draft for \$10,000 at the time I took the contract, and I gave a receipt for \$10,700; that was a condition they imposed upon me.

THE END.



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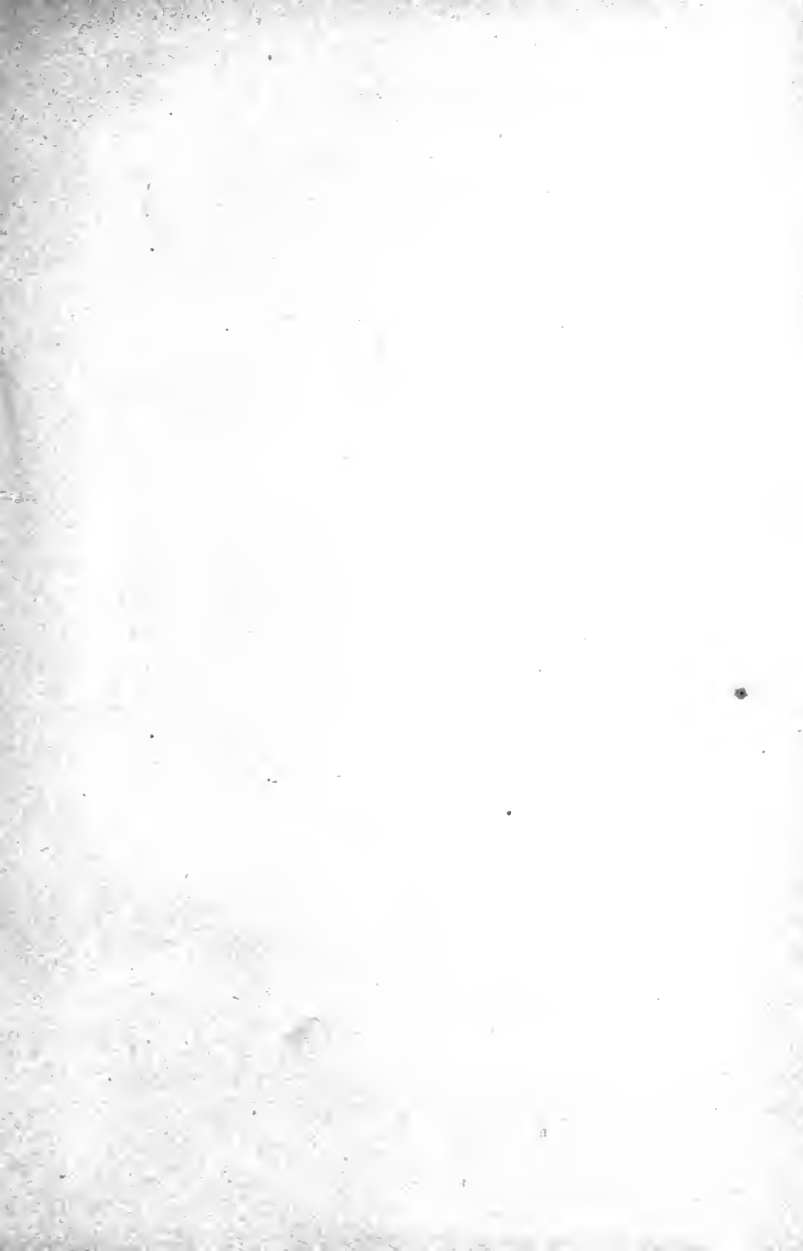
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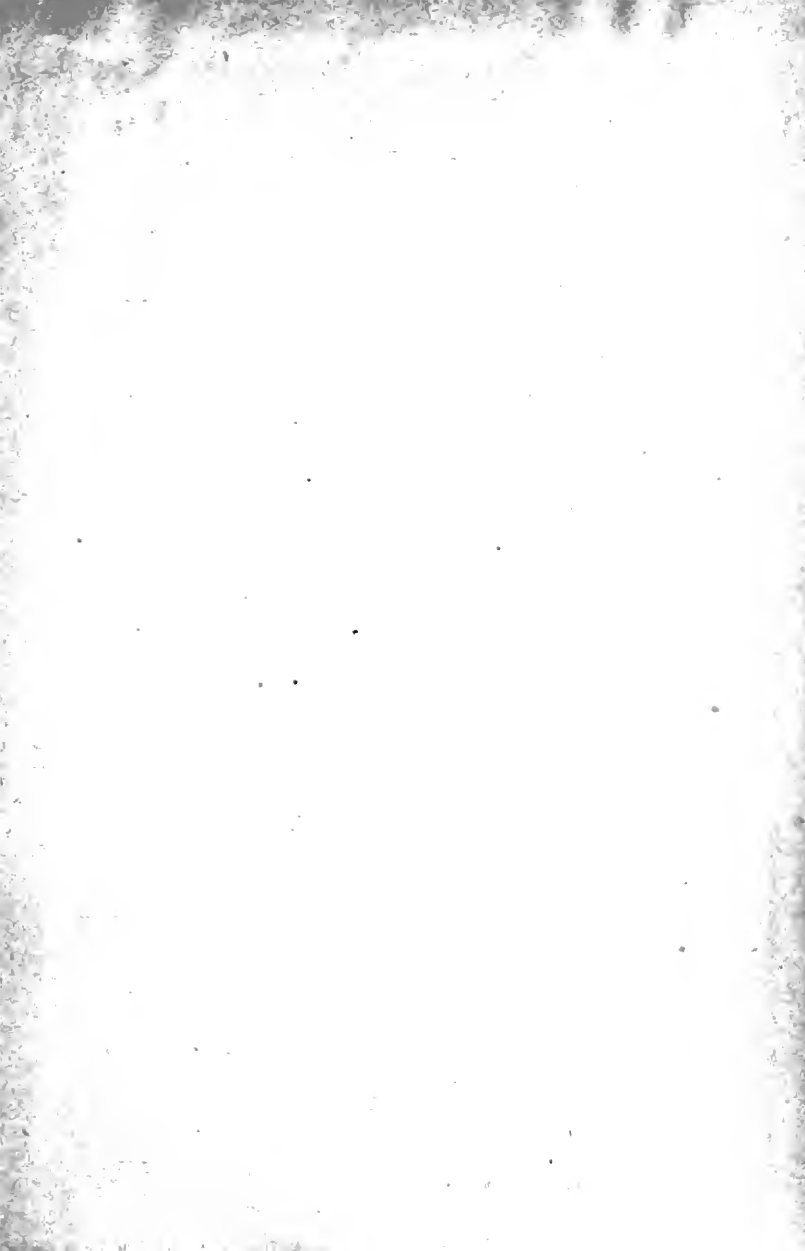
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